Hamilton College Catalogue 2002-03

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Hamilton College Calendar, 2002-03

Aug.	27-31	Tuesday-Saturday	New Student Orientation
	31	Saturday	Residence halls open for upperclass students, 9 a.m.
Sept.	2	Monday	Fall semester classes begin, 8 a.m.
	6	Friday	Last day to add a course or exercise credit/no credit option, noon
Oct.	4-5	Friday-Saturday	Fallcoming Weekend
	18	Friday	Fall recess begins, 4 p.m. Mid-term warnings due
	23	Wednesday	Classes resume, 8 a.m.
	25	Friday	Last day to declare leave of absence for spring semester 2003 Last day to drop a course without penalty, noon
Nov.	1-2	Friday-Saturday	Family Weekend
	18-22	Monday-Friday	Preregistration for spring semester
	26	Tuesday	Thanksgiving recess begins, 4 p.m.
Dec.	2	Monday	Classes resume, 8 a.m.
	13	Friday	Fall semester classes end
	14-16	Saturday-Monday	Reading period
	17-22	Tuesday-Sunday	Final examinations
	23	Monday	Residence halls close, noon
Jan.	18	Saturday	Residence halls open, 9 a.m.
	20	Monday	Spring semester classes begin, 8 a.m.
	24	Friday	Last day to add a course or exercise credit/no credit option, noon
Feb.	3-7	Monday-Friday	Sophomores declare concentrations
	14	Friday	Last day to declare leave of absence for fall semester 2003
	28	Friday	Mid-term warnings due
March	14	Friday	Spring recess begins, 4 p.m. Last day to drop a course without penalty, noon
	15	Saturday	Residence halls close, noon
	29	Saturday	Residence halls open, 9 a.m.
	31	Monday	Classes resume, 8 a.m.
April	4	Friday	Last day for seniors to declare a minor
	7-11	Monday-Friday	Advising for preregistration for fall semester
	14-18	Monday-Friday	Preregistration for fall semester
May	9	Friday	Class and Charter Day Spring semester classes end
	11-13	Saturday-Monday	Reading period
	13-18	Tuesday-Sunday	Final examinations*
	25	Sunday	Commencement
	26	Monday	Residence halls close for seniors, noon

**Non-senior students are expected to vacate residence halls 24 hours after their last exam.*

History of the College

Hamilton College had its beginnings in a plan of education drawn up by Samuel Kirkland, missionary to the Oneida Indians, almost 200 years ago. The heart of the plan was a school for the children of the Oneidas and of the white settlers, who were then streaming into central New York from New England in search of new lands and opportunities in the wake of the American Revolution.

In 1793 the missionary presented his proposal to President George Washington in Philadelphia, who "expressed approbation," and to Secretary of the Treasury Alexander Hamilton, who consented to be a trustee of the new school, to which he also lent his name. The Hamilton-Oneida Academy was chartered soon thereafter. On July 1, 1794, in colorful ceremonies attended by a delegation of Oneida Indians, the cornerstone was laid by Baron von Steuben, inspector general of the Continental Army and "drillmaster" of Washington's troops during the War for Independence.

The Academy remained in existence for nearly 20 years. It faltered, almost failed, and never came to serve Samuel Kirkland's original purpose, which was to help the Oneidas adapt to a life in settled communities. In fact, few Oneidas came to attend the school, and its students were primarily the children of local white settlers. Yet the Academy remained the missionary's one enduring accomplishment when, a few years after his death, it was transformed into Hamilton College.

The new institution of higher learning was chartered in 1812. The third college to be established in New York State, it is today among the oldest in the nation. Its history has been both long and eventful. After surviving dire difficulties in its early years, the College began to flourish in the period prior to the Civil War. Throughout the nineteenth century, however, it remained steadfast in its adherence to a traditional classical curriculum. Its students (all male), drawn almost entirely from the small towns and rural areas of upstate New York, were expected to enter well prepared in Greek and Latin. They continued to receive generous instruction in those languages, as well as in philosophy, religion, history and mathematics, throughout their stay on the Hill. In that respect, Hamilton was not unusual among colleges of the time. However, there was a greater emphasis on "rhetoric and elocution" than at other schools, and public speaking became, and to some extent remains, a Hamilton tradition.

College life in the nineteenth century was rigorous. Students studied by lamp and kept warm by fires fueled with wood that they themselves had gathered. Each morning, they met in Philip Hooker's unique three-story chapel to hear a lesson, usually from the president. Although the requirement of chapel attendance has long since disappeared, this most beautiful of the College's buildings continues to dominate the central quadrangle. The social activities of undergraduates, left mostly to their own ingenuity and direction, led to the early growth of literary societies which sponsored programs of declamation and debate. Social fraternities were first formed on campus during the 1830s, and several continue to exist today. Athletic activities of the informal variety were the rule until the end of the century, when organized intercollegiate sports began to appear.

As the College entered its second century in 1912, Hamilton was preparing itself for the modern era. An ambitious building program under President Melancthon Woolsey Stryker (1892-1917) had given the College facilities that were the envy of peer institutions, and the curriculum had been substantially revised to accommodate modern languages and the sciences.

However, it was under President Stryker's successor, Frederick Carlos Ferry (1917-1938), that Hamilton achieved solid academic status among America's leading liberal arts institutions. Actively supported by Elihu Root, the distinguished statesman and Nobel prize laureate who was chairman of the board of trustees, President Ferry nurtured Hamilton as a place of quality teaching and learning. The work of modernizing the curriculum was continued, and a comprehensive and innovative athletic

program giving encouragement to amateur enthusiasm and widespread participation was introduced.

In the aftermath of World War II, the pace of change accelerated. The student body was expanded and, thanks to a large and ever-growing pool of applicants, its quality was enhanced as well. The faculty also grew in size and stature, and the social sciences became a more vital part of the curriculum through incorporation of course offerings in anthropology, economics and government.

Perhaps the most revolutionary change of all occurred when Hamilton established a sister institution, Kirkland College, in 1968. The faculty of this new college thought seriously about what liberal arts education should be like for women and developed a curriculum that fostered independence, creativity and self-reliance. As an experimental institution, Kirkland offered programs that supplemented and enhanced the traditional liberal arts curriculum. Students on College Hill enrolled at either Hamilton or Kirkland, but selected courses from both institutions and shared facilities, such as the new Burke Library. The two colleges merged in 1978. Today Kirkland's legacy includes an extraordinary faculty and facilities in performing and studio arts, and a strong commitment to experimental education and to interdisciplinary perspectives.

In recent years the curriculum has been further expanded to incorporate interdisciplinary studies such as Africana, American, Asian, Latin American and Women's Studies, as well as computer science and a program in public policy. Also, the physical plant has been continuously renovated and expanded, providing students with access to exceptionally modern facilities and equipment for both academic and extracurricular pursuits. Among more recent developments are the Hans H. Schambach Center for Music and the Performing Arts and the William M. Bristol, Jr. Swimming Pool, constructed in 1988. Construction on the Walter Beinecke, Jr. Student Activities Village was completed in the summer of 1993, and Hamilton broke ground on a $56-million expansion and renovation to the Science Building in the summer of 2002.

The College that evolved from Samuel Kirkland's plan of education recently celebrated the 190th anniversary of its charter. Far from the modest frontier school for white and Oneida Indian children that the missionary envisioned, it has become an institution of higher education that draws its students from all areas of our country and even beyond its borders. Although Hamilton remains small by present-day standards and currently has a student body of only 1,700, it provides resources and facilities for a quality education that compare favorably with those offered by undergraduate institutions substantially larger in size. While faithfully maintaining the tradition of liberal learning in a comfortably intimate environment, Hamilton has responded to changing needs and circumstances in preparing its students for a world unimagined by Samuel Kirkland in the days of our nation's infancy.

College Purposes and Goals

Commitment to the intellectual and personal development of students is Hamilton College's most important and enduring tradition. The faculty is dedicated to the promotion of academic achievement, integrity and personal growth. Hamilton students spend much of their time with their teachers and fellow students identifying problems, clarifying questions, thinking creatively, experimenting with solutions and frequently undertaking collaborative work. The College seeks mature and motivated students who desire to join this academic community and who are willing to take the responsibility for shaping their academic careers through intense consultation with their advisors.

A Hamilton education is characterized by academic rigor and intellectual engagement. Faculty members provide opportunities for students of unusual gifts to realize their fullest capacities, for their own benefit and that of the world in which they will live. To that end, professors design programs, courses and assignments within courses that foster self-education and produce that intellectual toughness, creativity and flexibility necessary to excel in a rapidly changing world. Graduates should be poised to investigate new avenues of knowledge, to respond creatively to new and unexpected situations and to address problems and challenges in a morally and intellectually courageous manner.

The College expects its students to develop the ability to read, observe and listen with critical perception, and to think, write and speak with clarity, understanding and precision. Students should develop their appreciation for inquiry, combined with the confidence to evaluate arguments and to defend their own positions. They should learn to question creatively, derive information from and analyze data, and formulate hypotheses. They should recognize the limits of factual information and become attuned to how such information can be used and misused. Above all, students should develop respect for intellectual and cultural diversity because such respect promotes free and open inquiry, independent thought and mutual understanding.

At Hamilton, students are accorded freedom to pursue their own educational interests within the broad goals of a liberal arts education. In intensive consultation with their advisors, Hamilton students regularly plan, assess and re-assess their educational progress and their success at fulfilling the ideals of the liberal arts.

Starting with the Class of 2005, education in the liberal arts at Hamilton College comprises:

I. **Foundations:** The faculty expects that students will attain a high level of engagement early in their studies and will develop as creative and critical thinkers, writers and speakers. To achieve these aims, the College encourages all students to participate in at least four proseminars and requires all students to complete the Writing Program, the Quantitative Literacy Requirement and the Sophomore Program.
   1. *The Proseminar Program:* Proseminars emphasize active participation and engagement in learning. Proseminars offer intensive interaction among students, and between students and instructors, through emphasis on writing, speaking and discussion, and other approaches to inquiry and expression that demand such intensive interaction. Descriptions of proseminars are available through advisors and the Office of the Registrar.
   2. *The Writing Program:* Students must pass at least three writing-intensive courses, each taken in a different semester. The writing requirement should be completed by the end of the junior year. For further details about the Writing Program see "Standards for Written Work" (p. 17).
   3. *The Quantitative Literacy Requirement:* Students must demonstrate basic quantitative literacy by passing a quantitative skills examination given during Orientation, or by passing a designated quantitative course or by completing a non-credit tutorial. For a detailed description and list of courses, see "Standards for Quantitative Work" (p. 18).

4. *The Sophomore Program:* Students must pass a sophomore seminar that emphasizes inter- or multidisciplinary learning and culminates in an integrative project with public presentation. A common, public presentation period for projects is held each semester, and individual sections are encouraged to participate. Students normally complete the Sophomore Program during the sophomore year. Descriptions of seminars in the Sophomore Program are available through advisors and the Office of the Registrar.

II. **Breadth in the Liberal Arts:** As a liberal arts college, Hamilton expects students to undertake coursework in a wide variety of disciplines, to explore areas unfamiliar to them and to make connections across courses and disciplines. A liberally educated person studies in the traditional academic divisions of the arts, foreign languages, the humanities, mathematics, the sciences and the social sciences. Hamilton also emphasizes cultural analysis, including the study of non-western traditions and of diversity in the United States. Students will work with their advisors to determine how best to achieve this intellectual balance.

III. **Concentration:** Each student must meet the requirements for a concentration.

Students in the Classes of 2003 and 2004 must fulfill the following requirements:

I. **Fundamental Skills:** The College expects its students to attain a satisfactory level of achievement in written, oral and quantitative work.
   1. *Writing skills.* Students are encouraged to take writing-intensive courses. The Writing Program requires that every student pass at least three such courses, each taken in a different semester. For further details on the requirement, see "Standards for Written Work" (p. 17). This requirement should be completed by the end of the junior year.
   2. *Oral skills.* A high proportion of courses at Hamilton help students develop their skills in oral communication, through class discussion and/or formal presentations.
   3. *Quantitative skills.* Students must demonstrate basic quantitative literacy by passing a quantitative skills examination given during Orientation, or by passing a designated quantitative course, or by completing a non-credit tutorial. For a detailed description, and list of courses, see "Standards for Quantitative Work" (p. 18). This requirement should be completed by the end of the first year.

II. **Breadth of Coursework:** Each student must earn a minimum of two course credits in each of the four academic divisions listed below. This requirement should be completed by the end of the junior year.
   1. *Arts* (Art, College 300, Creative Writing, Dance, Music and Theatre). Course choices in this division must include at least one full-credit course.
   2. *Historical Studies and Social Sciences* (Africana Studies, American Studies, Anthropology, Economics, Government, History, Public Policy, Russian Studies, Sociology and Women's Studies). Course credits in this division must be earned in at least two different departments or programs.
   3. *Humanities and Languages* (Classics; Comparative Literature; Critical Languages; East Asian; French, German, Russian and Spanish Languages and Literature; English; Medieval and Renaissance Studies; Philosophy; Religious Studies; and Rhetoric and Communication). Course credits in this division must be earned in at least two different departments or programs. Furthermore, the faculty urges all students to develop proficiency in at least one foreign language.
   4. *Sciences and Mathematics* (Archaeology, Biology, Chemistry, Computer Science, Geology, Mathematics, Physics and Psychology). Course credits in this division must be earned in at least two different departments or programs.

III. **Cultural Diversity:** The purpose of this goal is to help students become better aware of the diversity of human cultures and of assumptions about social relations, power and authority, and world view connected with their own sociocultural heritage. Progress toward this goal must be made by one or more of the following:
   1. studying at the college level in a foreign country;
   2. completing a course in a foreign language department that focuses on a representation of society in its own language;
   3. completing a course centrally concerned with social relations, power and authority from diverse sociocultural perspectives;
   4. any course offered under Africana Studies, Asian Studies, Latin American Studies, Russian Studies or Women's Studies, including cross-listed courses.

   A course chosen to count toward this goal may also count toward Goal 2. This requirement should be completed by the end of the junior year. Courses that fulfill this requirement are published each semester in the pre-registration booklet available from the Office of the Registrar.

IV. **Ethical Issues:** To ensure that students think about ethical choices, about ways of approaching them and about ways the range of choices may be shaped by society and culture, each student must complete at least one course that addresses such matters. Courses that may be appropriate to this goal are offered by many departments and programs. A course chosen to count toward this goal may also count toward Goal 2. This requirement should be completed by the end of the junior year.

V. **Concentration:** Each student must meet the requirements for a concentration.

Students make progress toward meeting these goals by studying broadly across diverse areas of inquiry, guided by their advisors, and investigating a particular area of study more thoroughly by completing a concentration of their choosing. A faculty advisor assigned to each student provides information, advice and dialogue about choice of courses as the student strives to meet the five goals. For many faculty members and students, this relationship will be as important as any they form. As the primary intellectual guide, the faculty determines the fundamental structure and the basic requirements of the curriculum in light of the liberal arts tradition and its appropriate adaptation to the contemporary world.

In sum, Hamilton's mission is to provide an educational experience that emphasizes academic excellence and the development of students as human beings. This experience centers on ready access to an exceptional faculty and can be shaped to meet each individual student's interests and aspirations. A Hamilton education will prepare you to make choices and to accept the responsibilities of citizenship in a democratic world of intellect and diversity. It will be the foundation on which you build a lifetime of personal and professional achievement and satisfaction.

Academic Programs and Services

The College Year

The College's calendar consists of two 14-week semesters. Students will normally elect four full-credit courses each semester to meet the minimum graduation requirement of 32 credits.

Students elect courses from among the offerings of 24 departments and 14 interdisciplinary programs. For qualified upperclass students, the College's Term in Washington, Program in New York City and programs in China, France and Spain provide rich off-campus educational experiences.

Academic Advising

The Hamilton College curriculum affords students a wide range of courses and disciplines within the liberal arts. The College relies heavily on a system of academic advising designed to assist students as they establish their academic goals and in the selection of their courses. Each advisor is a member of the faculty with a term of service beyond one year. Although students ultimately decide which courses to take, their advisors help them determine the level and sequence of courses appropriate to their needs and guide them in planning a balanced four-year program.

Each first-year student is assigned a faculty advisor who provides guidance during the first and second years. Utilizing the results of placement exams during Orientation, the student and advisor discuss and agree upon appropriate courses to develop a balanced academic program.

Preregistration for each semester takes place near the end of the preceding semester. At such times of academic advising, students are encouraged not only to plan for the coming semester but also to look ahead to their entire course of study, with special attention to the educational goals of the College.

In the second semester of the second year, students elect their concentration, after which time advising becomes the responsibility of a faculty member in the student's field of study. Student and advisor continue to work on the student's plans to satisfy the goals of the College, to fulfill the requirements of the concentration and to prepare for the senior program of the concentration. Certain members of the faculty offer counsel to students preparing for particular professions and careers.

Hamilton's advising system is distinctive among colleges and universities in its reliance upon the faculty to do all academic advising. The advisor is more than a casual faculty contact: advisor and advisee are expected to meet frequently and discuss the advisee's academic needs and problems. The performance and course selections of each student are reviewed carefully by the student's advisor, who may also consult with other advisors about his or her advisees' curricula and ways of strengthening them. Students may seek additional advice about their academic programs from the deans in charge of academic advising.

Students with learning disabilities may request special arrangements for academic activities. Students who request special arrangements must provide to the associate dean of students (academic) a professional diagnosis of the disability. In consultation with the student and with appropriately qualified psychologists in the Counseling Center, if necessary, the associate dean will determine what accommodations (such as extended times to complete examinations) are reasonable. Students who are allowed special arrangements must inform their instructors well in advance of the time the arrangements will be needed.

Academic Support Services

The Library—The Burke Library contains 556,000 volumes, and the collection is constantly expanding with new acquisitions in response to ever-changing academic

interests and curricular needs. The main collection is particularly strong in the areas of history, the social sciences and the humanities. A science collection is maintained in a separate science library in the Science Building. In addition to books, the Burke Library regularly receives approximately 1,800 periodicals, together with an increasing amount of materials in microform. Additional materials for research purposes are available through interlibrary loan and document delivery from various online systems. A library network with the online catalog, numerous research databases, electronic reserves and many other Internet resources is available. There is a separate Media Library, which houses videos, slides and films, and a Music Library with music compact discs and audio cassettes, and an archival collection of LPs.

Among the library's special collections are the Rare Book Collection, the Ezra Pound Collection, the Beinecke Lesser Antilles Collection and the Alumni Collection of books written by and about graduates of the College. In addition, an area of the first floor of the library contains easy chairs and a collection of books selected for leisure-time reading. Seminar rooms for small classes are also located in the library.

Information Technology Services—Information Technology Services (ITS) provides a variety of support services for faculty, staff and student users of computers, the telephone system and the campus data network. The campus data network provides more than 3,000 high-speed ethernet connections to the Internet, including one for each student living in the residence halls.

There are approximately 1100 college computers located in offices, classrooms departmental laboratories, and public computing clusters.

ITS offices are located on the lower level of the Burke Library.

The Language Center—Located on the third floor of the Christian A. Johnson Building, the Language Center is integral to the language curriculum, providing resources and support to language learners at all levels of language acquisition, and instructing and supporting the language faculty in the development, adaptation and implementation of technology-enhanced instructional materials. The center provides advanced computing facilities, including high-end interactive language programs and multimedia development software, as well as traditional audio and video equipment.

The networked computers provide non-Roman character functionality, access to on-line study materials including grammar, vocabulary, culture and literature resources, and World Wide Web resources such as international newspapers and radio programs.

In addition to providing a state-of-the-art learning environment which supports the language curriculum and general language interests, the center promotes the study of language and offers a learning environment where students of all languages and levels congregate to interact, work together and encourage one another.

The Arthur Levitt Public Affairs Center—Located in the Kirner-Johnson Building, the Arthur Levitt Public Affairs Center assists faculty members and students in examining public issues. The center also brings prominent speakers to campus, as well as via video conferencing, to address student groups on a variety of topics.

Hamilton students in all concentrations are selected for the Levitt Scholars Program. After taking a course in communications, Levitt scholars give presentations on their research to high-school classes. Levitt fellowships are offered to selected juniors who collaborate with faculty advisors on summer research providing in-depth preparation for their senior theses. In addition, the center's associate director of community research coordinates student projects with public and private agencies in Oneida County who have specific research needs. Projects are also solicited from state and local agencies for concentrators in public policy to develop during their senior year.

The center provides a cluster of six computers and special software to support research and maintains a small library of newspapers, journals and references. The services of the center are available to everyone in the College community.

Nesbitt-Johnston Writing Center—Designed to support writing in courses throughout the curriculum, the Writing Center offers individual writing conferences with peer tutors for students who wish to discuss any writing, at any stage of its

development. Writing conferences are sometimes incorporated into the requirements of writing-intensive courses, but many students also request conferences on their own. In addition, the Writing Center, located in the Kirner-Johnson Building, offers faculty consultation, word processing facilities and a resource library on writing in different disciplines.

Oral Communication Courses and Support Services—Oral communication courses and support services exist to assist every student in achieving the College's standard for oral communication by encouraging the integration of effective oral communication throughout the curriculum. Oral communication offers variable credit courses, discipline-specific workshops and tutoring opportunities to link the study and practice of oral communication with the contexts and uses of communication in the classroom and society-at-large. In consultation with their advisors, students should discuss their communication skills relative to the competencies the College expects and, if necessary, register for an oral communication quarter-credit course or seek appropriate support services to attain necessary aptitudes and abilities.

Quantitative Literacy Center—Located in 223-224 Christian A. Johnson Hall, the Quantitative Literacy Center was established to offer drop-in peer tutoring in courses that have a mathematics/quantitative component. The center is staffed by students majoring in Biology, Chemistry, Economics, Geology, Mathematics, Physics and Psychology. Students may drop in to review mathematics topics as needed, or to use the resources of the computer and video library. Other programs offered by the center include the non-credit-bearing tutorial for students who do not pass the Quantitative Skills Exam, a review for the mathematics portion of the Graduate Record Exam and workshops designed to accompany specific courses.

Peer Tutoring Program—The Peer Tutoring Program, located in 223 Christian A. Johnson Hall, offers one-on-one peer tutoring and academic skills assistance. Students may be referred to the program by faculty members or may seek assistance on their own by meeting with the coordinator of peer tutoring and completing a tutor request card.

Kirkland Project

The Kirkland Project for the Study of Gender, Society and Culture is an on-campus organization committed to intellectual inquiry and social justice, focusing on issues of race, class, gender, sexuality, as well as other facets of human diversity. Through educational programs, research and community outreach, the project seeks to build a community respectful of difference.

Past events have included performances by students (Shange's *for colored girls who have considered suicide*), lectures by Kate Bornstein and Dr. Susan Love, as well as a community performance of *Undesirable Elements* by renowned performance artist Ping Chong and, most recently, a series titled "The Body in Question," focusing on politics, ethics and epistemology of the body. Plans for the future include a series on "Masculinities." In addition to lectures and Brown Bag lunches, the Kirkland Project offers a first-year seminar ("Coming of Age in America"), a student associates program (teaching, research and service), as well as an artist/scholar-in-residence program.

Concentrations

Among the requirements for graduation is the successful completion of a concentration (major) offered by several departments and programs of instruction.

The number of courses comprising a concentration normally ranges from eight to 10, depending upon the department or program. Specific descriptions of each concentration appear in the entries under "Courses of Instruction." Every student is required to complete a senior program as defined by his or her concentration. For more information, see the sections titled "Concentration" (under "Academic Regulations") and "Senior Program" below.

The specific disciplines and programs in which a student may concentrate are Africana Studies, American Studies, Anthropology (Cultural Anthropology or Archaeology), Art (History of Art or Studio Art), Asian Studies, Biochemistry/Molecular Biology, Biology, Chemical Physics, Chemistry, Classics (Classical Languages or Classical Studies), Comparative Literature, Computer Science, Dance, East Asian Languages and Literature (Chinese), Economics, English (Literature or Creative Writing), Foreign Languages, French, Geoarchaeology, Geology, German, Government, History, Mathematics, Music, Neuroscience, Philosophy, Physics, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Spanish, Theatre, Women's Studies and World Politics.

Minors

The specific disciplines and programs in which a student may minor are Africana Studies, Anthropology, Art (History of Art or Studio Art), Astronomy, Biology, Chemistry, Classics (Classical Languages or Classical Studies), Comparative Literature, Computer Science, Dance, Economics, Education Studies, English (Literature or Creative Writing), Environmental Studies, French, Geology, German, Government, History, Latin American Studies, Mathematics, Medieval and Renaissance Studies, Music, Philosophy, Physics, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Spanish, Theatre and Women's Studies. Specific descriptions of each minor appear in the entries under "Courses of Instruction."

Senior Program

All students are required to complete the Senior Program in their concentrations. Each department and program of concentration has designed a senior program that serves as an integrating and culminating experience for the concentration by requiring students to use the methodology and knowledge gained in their first three years of study. Building on their courses and showing their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, aural or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and oral components. This requirement allows seniors to demonstrate at an appropriate level their mastery of content and the methods of the discipline and their continuing development of the essential arts of educated men and women.

Senior Fellowship Program

Each spring, the vice president for academic affairs/dean of the faculty designates up to seven academically outstanding members of the junior class as Senior Fellows. Students in the junior year may become candidates by submitting a proposal for a senior year of independent study. The proposal usually grows out of previous academic study and is framed in consultation with two faculty advisors of the student's choice. Senior Fellows are exempt from taking a normal course load in the conventional curriculum, and they need not complete concentration requirements; they may take such courses as are appropriate to their fellowship projects and their educational goals. A written thesis is required at the close of the fellowship year, along with a public lecture to the College community. Evaluation is made by the advisors and an examination committee.

Academic Year in Spain, Associated Colleges in China and Junior Year in France

The Academic Year in Spain, the Associated Colleges in China and the Junior Year in France programs are distinguished for their thorough preparation and total immersion of students in the language, history and culture of those countries.

Hamilton College Academic Year in Spain has enjoyed a long and solid directorship association with Swarthmore and Williams, and also benefits from students and

visiting faculty members from Amherst, Bates, Bryn Mawr, Brown, Bucknell, Carleton, Claremont McKenna, Colby, Grinnell, Harvard, Princeton, Scripps, Stanford, Washington & Lee, Wellesley and Yale. The program is open to sophomores, juniors and seniors who wish to pursue studies in Spanish culture, language and literature. Hamilton's own "Centro Universitario de Estudios Hispánicos" is located in the heart of the "Ciudad Universitaria" in Madrid, so that students may enroll in one course per semester in the fine arts, humanities, sciences and social sciences at Hamilton's Spanish affiliate, the Universidad de San Pablo. To be admitted, students must demonstrate a strong academic record and a solid knowledge of Spanish. Students may be admitted for one term, but they are encouraged to spend one full academic year in Spain.

The Associated Colleges in China Program is both sponsored and administered by Hamilton College in collaboration with Kenyon, Oberlin and Williams colleges and Lawrence University. It offers students the opportunity to pursue the intensive study of Chinese in Beijing, China. The Capital University of Economics and Business in Beijing is the host institution. Open to academically successful students who have completed at least one year, preferably two years, of study in Chinese, the program has a summer, a fall and a spring session. A combination of two semesters is recommended. Interested students should consult with a member of the faculty in East Asian Languages and Literature.

Enrollment in the Junior Year in France Program is open to students whose preparation in French is sufficient to enable them to profit from courses taught in French in the humanities, fine arts, social sciences and sciences. To be admitted, students must demonstrate a strong academic record and an adequate knowledge of French. The program, directed in France by a member of the French Department, begins with a three-week orientation program in Biarritz in September. The balance of the academic year is spent in Paris, where students may enroll in courses at the Université de Paris III, the Université de Paris VI, the Ecole du Louvre, the Institut d'Etudes Politiques and other selected institutes of higher education.

Students who intend to apply to either of the programs in China, France or Spain should pursue study in the relevant language and consult with a member of the Department of East Asian Language and Literature, French or Spanish. For further information, see "Courses of Instruction" under each department. Applications are available through the Programs Abroad Office.

Hamilton College Term in Washington Program

Each year Hamilton offers a one-semester program in Washington, DC, for qualified juniors and seniors. The program is directed by a resident member of the Government Department. It consists of internships in the legislative and executive branches of the federal government that are integrated with coursework involving research and writing. The term is designed for students who have demonstrated ability to work on their own initiative, and who have particular interest in the problems of government and public affairs. The program is not restricted to those concentrating in Government, and it is open to selected students from other colleges.

A Hamilton student who participates in the program will be appointed to the Dean's List for that semester if that student earns a grade point average of 90 or higher in the three conventionally graded courses in the program and completes the required internship with work evaluated as "excellent" by the director of the program.

Hamilton Program in New York City

Through internships, independent projects and coursework, this program gives participants an understanding of global politics, economics and culture while living in a global city. Each semester a Hamilton faculty director designates a theme that will provide a focus for integrating each student's internship and independent study into classroom learning. The program selects motivated, mature students who are willing to share their internship experience and independent projects with each other.

The fall semester is open to juniors and seniors; the spring semester to sophomores, juniors and seniors. Criteria for rolling admission include an interview, two

references, a transcript and course prerequisites chosen by the faculty director for that semester. Participants receive two courses of concentration credit in the director's academic department or program, or one such course and another concentration credit in a cooperating department.

A participant is eligible for the dean's list if she or he earns a grade point average of at least 90 in the three graded courses and completes the required internship with work evaluated by the director as "excellent."

Cooperative Programs

Hamilton has established cooperative arrangements with several other institutions to expand the educational opportunities open to students. Several instances are described below. Students enrolled in cooperative programs receive a Hamilton degree only upon demonstrating to the department in which they concentrate that they have fulfilled concentration requirements and have satisfied the goals of the College. If the concentration requirements have not been met by the end of the junior year, they may, with the approval of the department, be completed at the cooperative institution.

American Council of Teachers of Russian Undergraduate Program— Hamilton has been designated as a host institution for students from the Russian Federation and other nations of the former Soviet Union. Each academic year, one or more Russian students will have the opportunity to study at Hamilton. In the past the College has hosted students from Kazan, Voronezh, St. Petersburg, Moscow, Alma-Aty, Everan and numerous other cities in the New Independent States (NIS). The program is funded by the United States Information Agency and the governments of the NIS.

Assurance of Admission: Master of Arts in Teaching—As a result of an agreement with Union College, well qualified Hamilton students are afforded the opportunity of gaining assurance of admission to Union College's Master of Arts in Teaching Program. The M.A.T. degree will normally require two summers and one academic year in residence at Union College, and carries with it secondary school teaching certification. Students interested in pursuing this option should contact Susan Mason, chair of the Education Studies Program Committee, preferably no later than the fall semester of their junior year.

Cooperative Engineering Program—Liberal arts-engineering (3-2) plans are in effect with Columbia University, Rensselaer Polytechnic Institute and Washington University of St. Louis, whereby the student spends three years at Hamilton and then two years at the cooperating engineering school. At the end of this period, the student earns an A.B. from Hamilton and a B.S. from the engineering school. Admission to these programs in the traditional divisions of chemical, civil, electrical and mechanical engineering, and now many others such as biomedical, computer and environmental engineering, is based on obtaining a G.P.A. of 3.0, or a B average, and the positive recommendation of the Department of Physics. Various 4-2 plans lead to different degree options. For details, consult with the engineering advisor, Professor J.W. Ring, in the Department of Physics.

Cooperative Law Program—The Hamilton cooperative law program permits highly qualified students to enter the Columbia University School of Law after completion of their junior year. The program in Accelerated Interdisciplinary Legal Education (AILE) permits these students to earn both the Hamilton baccalaureate degree and the Columbia *juris doctor* degree after three years of study at each institution. Interested students should consult with Professor Robert Simon in the Department of Philosophy.

Early Assurance Program in Medicine—This cooperative effort by a small group of Northeastern liberal arts colleges and medical schools provides an opportunity for selected students, at the end of their sophomore year, to gain assurance of a place in a selected medical school upon graduation from Hamilton. It is intended for students who are confident of their career choice and who have completed two of the four science

courses required for admission to medical school. In addition, applicants must propose a plan of study for the third and fourth years of college that would not be possible if they were to follow the usual pathway, in which the additional science course scheduling, the medical college admission test (MCAT) and interview requirements limit options for exploring broader educational opportunities. Although this program may reduce the academic pressures that premedical students often experience, its major purpose is to provide greater choices for personal development. More detailed information can be obtained from Leslie North, health professions advisor.

Hamilton Cooperative Learning Program with the New England Center for Children—Hamilton students who are interested in applied psychology and education of children with special needs may study during the fall or spring semester at the New England Center for Children. NECC conducts a national-recognized program of intensive intervention using the methods of applied behavior analysis. The facility, located near Boston, offers Hamilton students a semester's academic credit for study and practical work with children with autism. The program is open to sophomores, juniors or seniors. Interested students should consult with the chair of the Department of Psychology or see http://www.hamilton.edu/academics/psych.

Study at Neighboring Institutions

With appropriate approval (see "Transfer of Credit" under "Academic Regulations"), a Hamilton student may take coursework toward the baccalaureate degree at neighboring institutions during the fall and spring semesters. In recent years students have enrolled in courses at Colgate University and Utica College. Usually one course is taken at a neighboring institution while the rest of the work is done at Hamilton.

Study Away from Hamilton

Each year approximately 175 Hamilton students study abroad, either with the College's programs in China, France and Spain or with other approved programs. Hamilton has special relationships with a number of these programs, such as those listed below. Students who think they may wish to study abroad, usually during the junior year, should consider early in their college careers and in consultation with their advisors, how such study will fit into their academic planning. They should also be developing the self-reliant habits of study and a level of academic achievement that will qualify them for study abroad and enable them to perform successfully in unfamiliar conditions. Students who plan to study in a non-English-speaking country are advised to develop their proficiency in the language of that country.

Students who intend to earn transferred credit for study abroad must meet certain academic requirements, which are specified under "Study in a Foreign Country" (see pp. 25-26). It is also possible to study for a semester or more at other colleges and universities in the United States. Interested students should consult the procedures outlined in the sections on "Transfer of Credit" and "Leaves of Absence" under "Academic Regulations" and should confer with the coordinator of study abroad programs well in advance of the semester or semesters during which they hope to study at any off-campus institution, either in the United States or abroad.

Classical Studies in Greece and Rome—Hamilton is an institutional member of the Intercollegiate Center for Classical Studies in Rome, Italy (the Centro), through the Empire State Consortium, and of the American School for Classical Studies in Athens, Greece.

The Intercollegiate Center for Classical Studies in Rome is open to students who have been trained in Latin or Greek. The program lasts for one semester and is offered during the fall and the spring. The center provides an opportunity to study Greek and Latin literature, ancient history and archaeology, and ancient art in Rome itself. The Duke University Foreign Academic Programs administers the center, and the faculty is chosen from among college and university teachers in the United States and Canada. The language of instruction is English.

The American School of Classical Studies in Athens operates summer programs that are open to undergraduates, graduate students, and high school and college teachers. There are two six-week summer sessions that focus on the topography and antiquities of Greece. Scholarships are available. Students interested in the programs in Greece or Rome should contact Professor Carl Rubino in the Department of Classics.

Pembroke College of Oxford University—Hamilton has an exclusive agreement with Pembroke College of Oxford University, one of the 39 independent and self-governing colleges that comprise the University of Oxford. This agreement enables qualified Hamilton students to study abroad at Pembroke for a year. In addition, selected Hamilton faculty members have an opportunity to teach and conduct research at Pembroke, while Pembroke sends senior fellows (faculty members) to Hamilton twice each year to give lectures and seminars, and to meet with students and professors. A second bachelor of arts program at Oxford, which is equivalent to a master's degree in the United States, is also being developed.

Students interested in studying at Pembroke should contact the coordinator for study abroad programs in the Dean of Students Office. Applications are due by January 5 for fall enrollment.

The Swedish Program at Stockholm University—Hamilton is one of 17 American colleges and universities sponsoring a program that enables students to enroll directly in Stockholm University and take courses in English with Swedish and other international students. Course offerings are diverse. Living arrangements are with host families or in the university dormitory. Participation is either for one semester or for the full academic year. For additional information, contact the coordinator for study abroad programs.

Institute of Antarctic and Southern Ocean Studies—The Geology Department encourages students to study abroad and to consider enrolling at the University of Tasmania (Australia) where a cooperative agreement with the Institute of Antarctic and Southern Ocean Studies and Hamilton College has been established. For additional information, contact Professor Eugene Domack in the Geology Department.

SEA Education Association—Hamilton is an affiliated institution of the SEA semester program out of Woods Hole, Massachusetts. The shore component includes courses in oceanography, nautical science and maritime studies. The sea component includes six weeks aboard ship learning new skills and conducting research. A student may receive a maximum of four Hamilton units by transferred credit for participation in the SEA program. One unit will be awarded in each of the departments of Biology, Geology, History and Physics. Each award is conditional on the student's earning a grade of C or higher in the work pertaining to that department. Each department will determine whether the single transferred unit allocated will count toward a concentration or a minor in that department. For further information, contact the associate dean of students (academic).

MBL Semester in Environmental Science—Hamilton is an affiliated institution with the Semester in Environmental Science of the Marine Biological Laboratory Ecosystem Center in Wood's Hole. Participants engage in a 14-week program of rigorous field and laboratory work, lectures and independent research in environmental and ecosystem science. For additional information, contact the chair of the Environmental Studies Program.

Academic Regulations

Baccalaureate Requirements

To qualify for the baccalaureate degree, a student must meet the degree requirements established by the faculty for the class in which he or she has matriculated.

Course Units—The number of full-credit courses (or the equivalent) required for graduation is 32. They must be completed with passing grades; a grade of C⁻ or higher must be achieved in at least one-half of the courses taken at Hamilton. No more than 15 course credits in a single department earned after entering the College, including transferred credits, may be counted toward the courses required for graduation. Each unit of credit is equivalent to four semester hours.

Residence—A student must complete at least one-half of the courses required for graduation while in residence at Hamilton and be in residence for the final semester of study. Residence means enrollment in programs conducted by the College, on or off campus.

Time for Completion of the Degree—The normal pattern for earning the baccalaureate degree is four consecutive years of study. The requirements must be completed within seven calendar years from the date of matriculation.

Concentration—A student must complete the requirements for a regular concentration, a double concentration or an interdisciplinary concentration with a cumulative average of at least 72 in all courses taken at Hamilton that are approved for the concentration. Seniors must take at least one course each semester in their concentrations unless granted an exemption by the departmental or program chair. All students must complete the Senior Program in their concentrations.

Each student elects a concentration in the second semester of the sophomore year. For each student the requirements for the concentration elected are those specified in the edition of the *College Catalogue* published for that student's sophomore year.

Regular Concentration—Students declare their concentrations in the spring of their second year, before preregistration for fall semester courses. By the end of the second year, a student must have completed at least two courses in the department or program of concentration, and must have received a cumulative average of 72 or higher for all work taken in that department or program. The concentration is listed on the official transcript. A student may change from one concentration to another only with the approval of the departments or programs involved and the Committee on Academic Standing.

Double Concentration—While students normally declare a single concentration, it is possible for a student to complete and gain recognition for concentrations in two departments or programs, provided that approval to elect a double concentration is granted by the departmental or program chairs involved. A student may not count a course as part of the concentration requirements in more than one department or program. When approved, both concentrations are listed on the official transcript. Those who have been granted permission for a double concentration may drop one of them at any time by informing the appropriate departmental chair and the registrar.

Interdisciplinary Concentration—A student may design and declare an interdisciplinary concentration involving two or more departments. After consulting with and gaining approval from the appropriate departmental chairs, the student must submit the proposed interdisciplinary concentration in writing for approval by the Committee on Academic Standing, which will evaluate the proposal according to standards similar to those for a regular concentration. The student must have a cumulative average of at least 72 in all courses approved for the concentration. The student must specify a Senior Program that meets the approval of the committee.

Regular Concentration with Option of a Minor—A student with a concentration in a single department or program may declare a minor in any other department or program that offers a minor, or in an interdisciplinary minor program previously approved by the Committee on Academic Policy. Students declaring a minor must consult with and gain the written approval of the appropriate departmental or program chair. Declaration of a minor in the same department or program as the student's concentration requires approval of the Committee on Academic Standing. To enter a minor, a student must have completed at least one course in the discipline and must have earned a cumulative average of at least 72 in all courses counting toward the minor. This average must be maintained if the minor is to be listed along with the concentration on the official transcript. A minor consists of five courses as approved by the department, program or committee under which the work is undertaken. A student may not count a course as part of both the concentration and the minor. A student may not declare a minor after the add period of the second semester of the senior year.

Senior Program—All students must complete a Senior Program in their concentrations. For additional information, see "Senior Program" (p. 11).

Standards for Written Work—The College requires satisfactory standards of correctness in all written work. Students are encouraged to take writing-intensive courses, which are offered by most departments and programs of the College. Writing-intensive courses include any so designated by the Committee on Academic Policy. The description of each course indicates whether it is writing-intensive.

The Writing Program requires that every student pass at least three writing-intensive courses, each taken in a different semester. One must be taken during the first year of study and a second completed by the end of the second year. At least one course must be outside the student's area of concentration. This requirement should be completed by the end of the junior year.

Writing-intensive courses in Mathematics or courses in which assignments are written in a language other than English may total no more than one of the three required courses. This requirement should be completed by the end of the junior year. Students should earn all three of the required writing-intensive credits by completing courses designated by the Committee on Academic Policy as writing-intensive. In exceptional circumstances, the Committee on Academic Standing will allow a student to earn no more than one writing-intensive credit by completing a suitably constructed independent study.

The College offers peer-tutoring in writing at the Nesbitt-Johnston Writing Center. Many courses require first-draft writing conferences; such conferences are also available on request. Many students find the conversation about their work so helpful that they return often.

Students who experience difficulties with the writing components of a particular course are encouraged to seek such assistance and to consult with their instructors and advisors. They may also consult with the director of the Writing Center about other services available to them. See "Academic Support Services" (pp. 8-10).

Writing Program—Courses that fulfill the Writing Program requirements are published each semester in the pre-registration booklet available in the Office of the Registrar. They are also listed as writing-intensive in the course descriptions. See "Courses of Instruction" (pp. 58-224).

English as a Second Language—Hamilton offers courses in English as a Second Language for its matriculated students. The College offers a fall semester course in writing for students whose first or native language is not Standard English. Any student seeking further experience and training in the use of Standard English may elect to take the course. Work in the course is graded, and regular academic credit toward graduation is given for it. In addition, the course satisfies the College-wide requirement of one writing-intensive course during the first year. Further, student tutors with training in English as a Second Language will be available to assist students

with work in all of their courses including the regular English as a Second Language course, throughout the academic year. See also "English as a Second Language" (p. 126).

Standards for Oral Communication—The College requires effective use of public and academic discourse as defined and appraised by the faculty and the College community. Many courses across the curriculum, including proseminars and seminars, require class participation through discussion, performance and debate, as well as through individual or group presentations. All students are required to participate in a public presentation through the Sophomore Program; most departments require a public presentation of their concentrators' Senior Projects. Students may develop their speaking abilities and public presence through courses in Theatre Arts, Rhetoric and Communication, and Oral Communication. Students who experience difficulty in meeting the College's expectations for effective oral communication are encouraged to pursue a plan for progress in consultation with their instructors, advisor and/or associate dean of students (academic).

Standards for Quantitative Work—Each student must demonstrate basic quantitative literacy by passing the quantitative skills examination given during Orientation, passing a course having a significant quantitative/mathematical component or completing a non-credit-bearing tutorial through the Quantitative Literacy Center. The Quantitative Skills Exam tests basic mathematical and quantitative knowledge, including computation, algebra, analysis of graphs and charts, and probability.

During Orientation, the advisors of first-year students will be informed of their advisees' scores on the quantitative skills examination. Students who do not pass the quantitative skills exam will meet with academic advisors during Orientation Week to plan how to fulfill the requirement. Courses currently designated as containing a significant quantitative/mathematical component are Biology 110, Chemistry 120, Geology 112, Math 100, 103, 107, 108, 113 and 114, and Physics 100 and 190. Tutorial help for students taking quantitative courses is available at the Quantitative Literacy Center.

The non-credit-bearing tutorial offered each semester contains four modules: Basic Computation, Algebraic Expression, Graphs and Charts, and Proportional and Functional Reasoning. Students meet weekly with their tutors to prepare to take a final module exam. Participation in tutorials and the exam score are taken into consideration for the fulfillment of the requirement.

This requirement should be completed by the end of the first year.

Physical Education Requirement—Every student must participate in the program of instruction offered by the Physical Education Department. Each student is required to pass tests in swimming and physical fitness. A complete specification of the requirement is stated in the "Physical Education" section under "Courses of Instruction." Instruction is available in aerobics, badminton, cross-country skiing, fitness, golf, inline skating, jogging, lifeguard training, outdoor pursuits, power walking, racquetball, skating, squash, swimming, tennis, toning and volleyball. Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the physical education requirement no later than the end of the sophomore year and must complete the requirement before studying abroad.

Transfer students should register for a physical education course upon matriculation and consult with the departmental chair about completion of the requirement. Prior instruction may be applicable to Hamilton requirements.

Conferral of Degrees—All qualified students receive the degree of Bachelor of Arts, which is conferred once a year at the graduation ceremony. The degrees are conferred only upon students who have completed all the baccalaureate requirements described above, who have no outstanding bills at the College and who are present to receive their diplomas (unless they have requested and received authorization from the Committee on Academic Standing for conferral *in absentia)*. Only students who have completed all the requirements for the degree may participate in the graduation ceremony.

Honor Code

Matriculation at Hamilton is contingent upon a student's written acceptance of the Honor Code regulations. The code covers all coursework and course examinations at Hamilton College during a student's college career. Complaints alleging violations of the Honor Code shall be submitted in writing by instructors or students to the chair of the Honor Court or to the associate dean of students (academic).

Independent Study

After the first semester of the first year, a student may engage in independent study during the school year in place of a regular course. The student's independent study proposal must receive the approval of the faculty supervisor, the appropriate departmental chair, the student's faculty advisor and the Committee on Academic Standing. Normally, arrangements are completed in the semester preceding that of the independent study; late petitions may be denied. Independent study requires discipline and responsibility, and therefore the faculty takes into account the maturity of the student and the level of his or her knowledge and academic background when it considers proposals for independent study. A student normally will not engage in more than one independent study in any one semester, and may not engage in more than two independent studies in any one academic year.

Independent study may take many forms, but normally it consists of the study of material unavailable in the formal College curriculum, of laboratory or field research, or of the creation of some body of work in the creative arts, such as poetry, fiction, musical composition or visual arts.

Internships

The College recognizes that off-campus internship and apprenticeship experiences can be a valuable supplement to a student's academic program. Students beyond the first year (eight courses) who are in good academic standing are eligible to engage in such internships and apprenticeships. Students may seek to earn academic credit based on an internship or apprenticeship experience in one of two ways. First, students may apply to the Committee on Academic Standing, prior to beginning an internship or apprenticeship, for approval to earn ¼ credit (using the credit/no credit option only) for such an experience. The committee's determination to award credit/no credit is based on a letter of evaluation submitted by the project supervisor and, at the discretion of the committee, an interview with the student conducted by the associate dean of students (academic). The Office of the Dean of Students will place the project supervisor's letter of evaluation in the student's permanent file. Students may not apply credits earned for their internship experiences in this manner toward the requirements for their degree, including the regulation requiring the completion of a minimum of 32 credits. Second, under the direction of a regular member of the faculty, and with the approval of the Committee on Academic Standing, students pursuing off-campus internships and apprenticeships approved by the College may use their off-campus experience as the basis for a ½ credit or one-credit independent study conducted during a regular semester once the student returns to the College. Such an independent study will be governed by the same policies that apply to all independent studies.

Independent Coverage of Coursework

Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. The course covered in this manner must be one that is normally offered in a regular semester. Such study is ordinarily undertaken during the summer recess and permits the student to move rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding semester.

A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate departmental chair, the faculty advisor and the Committee on Academic Standing.

Course Election

Both Hamilton's commitment to excellence and its need to operate within its resources have implications for course enrollment policy. Except for independent studies and courses with limited enrollments, a student shall be free to elect, during the calendar periods for registration, any course for which the prerequisites have been met. However, a senior who desires to elect a 100-level course must first obtain the permission of the instructor.

Full-time students normally elect courses equal to four credits during both the fall and spring semesters. During each of these semesters, students may carry no more than five and no fewer than three, full-credit courses. Any exception must be approved by the Committee on Academic Standing (see also "Overelection Fee," under "Tuition and Fees").

Part-time study at Hamilton is available only to special students and to those participating in the Hamilton Horizons Program (see "Admission").

Course Changes for Fall and Spring Semesters

A student may change (add or drop) courses during the first four calendar days of the fall and spring semesters after consultation with the advisor. An add/drop form must be completed and returned to the Registrar's Office within the four-day period.

Classes may not be added after the first week without permission of the Committee on Academic Standing. After the first four calendar days of either semester, a student who is taking four or more courses may drop a course *up to one week after midterm*, after consulting with the advisor and the instructor of the course. The dropped course counts as one of the 37 courses that a student can elect without extra charge (see "Overelection Fee").

After the drop deadline, a student may drop a course without the penalty of failure *only* if approval to do so is granted by the Committee on Academic Standing. Only extraordinary circumstances warrant the committee's approval of such a request.

Grades

A student's academic performance is graded by the instructor at the close of the semester with one of 14 grades. Each of these grades is used to determine a student's average and class standing, according to the table below. The lowest passing mark is D-.

The letter grades with their numerical equivalents are shown below:

Excellent	=	A+	(98)	A	(95)	A-	(92)
Good	=	B+	(88)	B	(85)	B-	(82)
Satisfactory	=	C+	(78)	C	(75)	C-	(72)
Poor	=	D+	(68)	D	(65)	D-	(62)
Failure	=	F	(55)				
Serious Failure	=	FF	(40)				

The foregoing numerical equivalents of the letter grades are established to enable the registrar to construct students' grade point averages and class ranks, which are necessarily numerical. An instructor assigns a letter grade to indicate his or her qualitative (not numerical) assessment of a student's work.

Thus, for example, an instructor would assign "C+," "C" or "C-" to indicate assessments of "satisfactory," and the instructor may use any information he or she considers appropriate, including, but not limited to, numerical information to decide whether a student's work is "satisfactory." The registrar's conversion of the instructor's letter grade into an element of a student's grade point average is a separate matter.

After the end of the semester, reports of final grades are sent by the registrar to the student, the advisor and the parents or guardians of students who are claimed as dependents for income tax purposes. The registrar may not send grade reports to anyone else without a written release from the student.

Evaluation of performance in a course is represented by a single grade which combines grades for work in the course and for the final examination in a ratio determined by the instructor. When a student elects to take a course on a credit/no

credit basis, standing in the course is represented by the notation of Cr, NC, F or FF (see "Credit/No Credit Option"). When an independent study or an appropriately designated course is carried for two semesters, the grade reported at the end of the first semester is tentative. The grade assigned by the instructor at the end of the second semester becomes the final mark for both semesters.

Failure in a Course—Students who fail a course may repeat that course; if the failed course is repeated, however, both grades will be included both on the permanent transcript and in the cumulative average. A failed course may not be counted toward the course credits required for graduation, but it is counted toward the 37 courses that a student may elect without extra charge.

After the drop period, and following a warning to the student, an instructor may request the Committee on Academic Standing to remove from the course a student who is willfully and consistently neglectful of assigned work or other course obligations. If the committee concurs, a grade of F will be entered on the student's permanent transcript.

Grades of Incomplete and Grade Changes—Any grade of incomplete reported by an instructor must first be approved by the Committee on Academic Standing. Such approval is given rarely and only in circumstances beyond a student's control, such as a medical or familial emergency. Approval permits the student to complete the required work for the course by a deadline set by that instructor and the chairperson of the Committee on Academic Standing. Normally this deadline will be no later than six weeks from the end of the semester for which the grade of incomplete was assigned. If all remaining work is not submitted by the deadline specified when the incomplete is granted, the grade will automatically be changed to F.

An instructor may not change a grade, other than the removal of an incomplete within the deadline, without the approval of the chair of the Committee on Academic Standing.

Credit/No Credit Option—To encourage greater breadth in course election, the faculty has adopted a rule that allows a student to elect four courses over the four-year period on a credit/no credit option. No more than one such option may be exercised in any given semester. Graduate and professional schools generally look with disfavor on the use of this option in coursework considered crucial to the graduate field.

The credit/no credit option is subject to the following rules:

1) No first-year student is permitted to use the credit/no credit option in the first semester.
2) Unless the instructor asks, he or she will not be informed which students are taking a course on the credit/no credit option.
3) The student must inform the registrar of his or her intention to use the credit/no credit option no later than the first four calendar days of the fall and spring semesters.
4) No junior or senior may exercise the credit/no credit option in the department of concentration or minor.
5) To qualify for a credit (Cr), a student must earn a C⁻ or better. The grade will not enter into the computation of the overall average.
6) If a student earns a grade of D+, D or D⁻, then the transcript will show the designation NC. The grade will not enter into the computation of the overall average.
7) If a student earns a failing grade, then the transcript will show an F or FF, and the grade will enter into the computation of the overall average.

In certain courses designated by the faculty, students may be evaluated "satisfactory" or "unsatisfactory." The *College Catalogue* description of the course will include the notation "Evaluated Satisfactory/Unsatisfactory," which will apply to all students registered for the course. The recorded evaluation (S or U) will under no circumstances be convertible to a conventional grade.

Under this option, full-credit courses that are evaluated satisfactory/unsatisfactory may be counted, but may not be required, for the concentration or minor, and they may not be elected by students in their first semester at Hamilton. The combined number of full-credit satisfactory/unsatisfactory and credit/no credit courses that a student may elect is limited to four.

Academic Average

Based on grades submitted by instructors, a numerical academic average is determined for each student for each semester and cumulatively for all work taken at Hamilton. A student is assigned a specific ranking in the class, which appears on the permanent record. This information is available to the student and to those parties authorized by the student to receive it. Grades in courses accepted for transferred credit are excluded from the student's average.

Grades earned in courses taken by independent coverage are included in the cumulative average. Grades for the Hamilton Junior Year in France Program, the Academic Year in Spain Program, the Associated Colleges in China Program, the Hamilton Program in New York City and the Hamilton Term in Washington are included in the cumulative average.

Class Attendance

Every student is expected to attend class regularly. A student who must be absent because of medical or family emergency should notify the Office of the Dean of Students and his or her instructors. Absence for any reason does not remove the student's responsibility for learning the material covered during the absence, for turning in assignments, for obtaining materials distributed in class and for knowledge of the next assignment. Instructors may drop students from a limited-enrollment course if they are absent at any time during the first week of classes.

When an instructor believes that lack of attendance is proving injurious to a student's academic performance, the instructor may warn the student or ask the Committee on Academic Standing to do so. The committee may drop from the course a student who fails to heed such a notice. If the committee drops the student from the course, a grade of F will be recorded.

Excuse of Illness—Students who are indisposed by illness that might inhibit their academic work should contact their instructors directly and before assignments are due. The instructors will determine whatever alternative arrangements, if any, will be available to the student. Except for confinement to bed upon the order of the College physician or nurse, the Health Center will not excuse a student from academic obligations.

Examinations—Hour examinations normally shall not be given during the last two weeks of the semester. In-class final examinations shall not be given before the beginning of the final examination period; out-of-class final examinations shall not be due prior to the beginning of the final examination period.

The final examination period consists of six days, with two scheduled examination sessions per day. If a student is scheduled to take more than one examination in a single session, the student should ask an instructor to reschedule his or her final examination. If the rescheduling presents a problem for the student or the instructor, the student should consult with the Office of the Dean of Students. Other reasons for rescheduling will be evaluated by the instructor, who must approve the time change.

Academic Standing

The faculty assumes that every student admitted to Hamilton will be able to qualify for graduation. However, the opportunity to continue at Hamilton is a privilege that a student must earn by academic achievement. A student separated from the College for academic deficiency (see below) is not in good academic standing. A student on academic probation (see below) is not in good academic standing but remains eligible for financial aid.

Hamilton College reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct on or off the College campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated or suspended from the College or who withdraws is required to leave campus within 48 hours, unless permission to remain longer is granted by the dean of students.

Academic Warnings—Instructors may at any time during the term submit written reports for all students whose standing in a course is unsatisfactory (borderline or failing). Students and their advisors receive copies of these warnings. A student who receives two or more such warnings in the same semester must consult with the associate dean of students (academic).

Class Status—The Registrar's Office determines class status by the number of courses a student has completed satisfactorily.

Academic Probation—The Committee on Academic Standing will place on academic probation for the succeeding semester of attendance a student whose substandard achievement is reflected in the semester's final grades in any of the following ways:

1) failure in a full-credit course in each of two consecutive semesters;
2) receiving grades below C⁻ in courses totaling two or more units;
3) failure to maintain a cumulative average of 72 or higher in those grades earned since accumulating 16 credits (including AP, transfer and HEOP credits);
4) failure in any course (whether for full or partial credit) by a student on probation.
5) failure in a sophomore seminar, except in the case where the student has already successfully completed another sophomore seminar in a previous semester or during the current term.
6) failure to complete successfully a sophomore seminar by the end of the first semester of the junior year and for every semester thereafter that the requirement is not completed.

A student who is on academic probation is ineligible for study abroad. The Committee on Academic Standing may also prevent or limit participation by students on academic probation in prize competitions, intercollegiate athletics and other extracurricular activities, including the holding of offices in chartered undergraduate organizations.

The Committee on Academic Standing will normally recommend that a student's degree be withheld for one year if a senior's record during the final semester at Hamilton would have resulted in probation.

Suspension from the College for Academic Deficiency—The Committee on Academic Standing will normally suspend from the College for a period of one year a student who has:

1) failed two or more full-credit courses during a semester; or
2) accumulated failures in a total of five courses; or
3) incurred a third academic probation.

A student suspended for academic deficiency will be notified in writing of the committee's decision, the reasons for the suspension, the length of the suspension and the conditions under which he or she will be considered by the committee for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Expulsion from the College for Academic Deficiency—The Committee on Academic Standing will normally expel from the College:

1) any student who is readmitted from an academic suspension and whose record subsequent to readmission makes him or her subject to academic probation or to another suspension;
2) a senior who has failed to maintain a cumulative average of 72 in all courses taken at Hamilton as part of the concentration.

Expulsion is permanent dismissal from the College. A student who is expelled may not be readmitted and will have no further opportunity to qualify for a degree from Hamilton College.

Permanent Record—A student who is suspended or expelled from the College as a consequence of an action taken by the Committee on Academic Standing (academic failure), the Judicial Board (social infractions) or the Honor Court (academic dishonesty) will have recorded on his or her permanent transcript a note explaining the reason or reasons for the suspension or expulsion as follows: "suspended (or expelled) from the College on (date)_____for the reason of _____."

Transfer of Credit to Hamilton for Study Away

With faculty approval, qualified students may spend one to three semesters of study in an approved program overseas or at another American institution, or may receive credit for part-time study while on personal leave or during summers. The College tries to be responsive to the needs of students seeking diverse educational settings or courses not offered at Hamilton. At the same time, transferred credit can have a significant effect on the meaning and value of the Hamilton degree and thus must represent work that meets Hamilton's standards. *The College considers the opportunity to earn transferred credit a privilege, rather than a right, and evaluates carefully the merits of all transferred credit petitions.*

Every student intending to study away from Hamilton should prepare by taking the appropriate foundation courses. Consultation with the appropriate departmental chairs and the associate dean of students early in the sophomore year is advised.

The conditions for transferred credit are as follows:

1) Students planning study away from Hamilton must register their intentions with the Dean's Office by February 15 for the following fall semester or by October 18 for the spring semester. They must complete the transferred credit petition and receive the approval of their advisor and the appropriate departmental chairs before they begin the course of study away. Students who change their programs after leaving campus should discuss substitutions with the associate dean of students (academic) by e-mail or telephone.
2) Courses must be taken at an accredited institution and must be considered by the faculty at Hamilton to be in the liberal arts. Students are encouraged to study at four-year institutions. Students who have earned 14 or more Hamilton units (including units earned by all forms of transferred credit) may present for transferred credit only courses taken at a four-year institution.
3) Each course must be approved by the chair of the Hamilton department or program that would offer the course at the College. To obtain approval, students must provide a copy of the catalogue description of each course. If a course is not clearly within the purview of a Hamilton department or program, the Committee on Academic Standing will determine its acceptability. The appropriate chair should indicate if a course will apply toward a student's concentration or minor.
4) Correspondence courses are not acceptable for transferred credit. Courses in which a substantial portion of the enrollment consists of high school students are not acceptable for transferred credit, even if they are college-level courses taught by a university-approved instructor or visiting professor.
5) Grades must be the equivalent of C or higher.
6) Students who carry out independent studies at another college or university in the United States must submit a separate form indicating that a Hamilton faculty member has evaluated and approved the completed project.
7) Transferred credits may account for no more than one-half of the total graduation credits. No more than two course credits will be granted for study during a summer.
8) Seniors must take their final semester at Hamilton College. Matriculated students may spend no more than three semesters studying away from Hamilton.

9) The quantity of transferred credit that a student may earn toward a Hamilton degree for work done at another school is determined by a proportionality between the 32 Hamilton units required for a Hamilton degree and the number of units required at the other school to earn a degree. For example, if a school requires 120 semester-hours for a degree, a course worth three semester-hours at that school is .025 of the total work required for a degree at that school. By proportionality, that three semester-hour course would generate .8 of a Hamilton unit, because (.025)(32) = .8. The registrar will use this rule to evaluate the totality of a student's transferred credit for a given semester or summer.
10) The Committee on Academic Standing grants final approval of all transferred credit petitions. Any requests for exceptions to the above conditions must be submitted to the committee.

Transferred credit, including summer school and advanced placement credit, is counted toward the courses required for a degree. Such credit is entered on the transcript. The grade, however, is not included in the student's average and, therefore, does not affect class rank, which is determined solely on the basis of grades awarded for courses taken in Hamilton programs.

Once transferred credit has been entered on a student's transcript, that credit may not be removed from the transcript without the approval of the Committee on Academic Standing.

Foreign students who enter Hamilton as first-year students and desire transferred credit for work done at a foreign college or university should consult with the associate dean of students (academic) during their first year.

Study in a Foreign Country

1) Students planning to study in a foreign country must follow and complete the procedures specified above for off-campus study and transferred credit. (These provisions do not apply to the Hamilton programs in France, Spain, New York City, Washington, DC, or the Associated Colleges Program in China. See the appropriate departments for the relevant information.)
2) All students planning to study away must discuss their plans with the coordinator of Study Abroad Programs (located in the dean of students office) in charge of off-campus study well before February 14 for the fall semester, or October 25 for the spring semester. Only students in good academic and good social standing at the College may receive an approved leave of absence for foreign study.
3) As in the case of other off-campus programs, final approval of foreign study programs and transfer of foreign study credit is granted by the Committee on Academic Standing.

Upon returning to Hamilton, the student must have an official transcript sent to the Office of the Registrar documenting completion of the approved program. No credit will be approved for courses taken credit/no credit. Students must receive letter grades or equivalents from off-campus programs.

To earn credit toward a Hamilton degree for study abroad, a student must:

1) earn a grade point average of 82 or higher calculated over the two consecutive semesters at Hamilton immediately preceding that student's last semester at Hamilton before leaving for the study abroad.
2) receive no final grades of F or FF in the semester immediately preceding the proposed period of study abroad.

Students applying to the Hamilton College programs in France or Spain or the Associated Colleges in China Program may, with the support of the appropriate program director and the concentration advisor, apply to the Committee on Academic Standing for a waiver of the 82 average rule.

To earn credit toward a Hamilton degree by work transferred from study abroad in a country whose language is not English, a student must meet both of the following requirements:

1) prior to studying abroad, pass a course (or otherwise demonstrate proficiency) in the language of that country at:
   a. the fourth-semester level for French, German, Russian, Spanish, Latin and Greek;
   b. the second-semester level for Italian, Chinese and Japanese;
   c. the second-semester level, if the Critical Language Program at Hamilton offers instruction in that language regularly.
2) while studying abroad, undertake for credit work that is either conducted in the language of that country or that increases the student's proficiency in that language. The student must earn a grade of C or higher, and the work must be worth at least one-fifth of the total work presented for transferred credit from that study abroad.

The Committee on Academic Standing may, upon the recommendation of an academic department at Hamilton, modify these requirements for specific students or programs of study abroad.

Evaluation of Credit for Transfer Students

Transcripts of college work to date will be reviewed by the registrar, in consultation with the Committee on Academic Standing, to determine the courses that will be accepted for transfer. (See the preceding section for the criteria used.) Transfer students must complete at least half of their undergraduate program at Hamilton to receive a Hamilton College degree.

When the transcript has been evaluated, the registrar will send the transfer student a statement of accepted courses and an estimate of the Hamilton credit equivalency, and upon matriculation will enter the courses and grades on the student's Hamilton record. The registrar will assign a class year based on the number of credits accepted for transfer. A transfer student is governed by the academic regulations that pertain to the class in which he or she has been placed.

All transfer students must take the quantitative skills proficiency examination. They must consult with the Physical Education Department regarding completion of the physical education requirement. If awarded junior standing, a transfer student must declare a concentration upon matriculation. Courses taken elsewhere may be counted toward the concentration if approved by the appropriate department.

Acceleration

Acceleration permits students to graduate one full year ahead of the normal date of graduation. Students wishing to accelerate must apply to the Committee on Academic Standing for permission to do so no later than the end of the first semester of the sophomore year. The committee will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to those students whose academic ability and personal maturity are judged adequate.

Leaves of Absence

A student may request an academic or personal leave of absence from the associate dean of students (academic). A student may request a medical or psychological leave from the dean of students. Students should consult with their academic advisor and the appropriate dean prior to requesting leave. Leaves of absence may be granted for a specified period of time, normally one or two semesters. Students on leave are expected to return to Hamilton at the conclusion of the approved leave.

While on leave, students will be informed of preregistration at the appropriate time in the semester preceding their return, and are responsible for meeting the same deadlines as currently enrolled students. Arrangements for housing must be completed before students leave campus. In order to do this, students must complete a proxy form and register it with the Office of Residential Life. Students who fail to preregister or who leave Hamilton without formally being granted a leave of absence will be withdrawn and must reapply to the dean of students. A request for a change in a student's leave, or cancellation, must be made to the appropriate dean. Should the

dean approve the request to cancel a leave, the student must pay the continuation fee and then may exercise his or her own on-campus options, to the extent that the College schedule allows.

All requests for a leave of absence must be received by February 15 for the following fall semester, or by October 18 for the following spring semester. Students with an approved leave do not pay the continuation fee, preregister or participate in the housing or meal plan lotteries. The continuation fee is refundable until May 1; after that date it is forfeited.

Students may occasionally need to arrange a leave of absence after the spring or fall deadlines for reasons beyond their control. These students should apply to the dean of students, who may allow financial and other regulations to be waived. When a leave is granted, the dean of students may also specify special conditions for the student's readmission to Hamilton.

Academic Leave of Absence—Students intending to pursue an academic program at another institution, either at an American college or in a foreign study program, must request an academic leave from the associate dean of students (academic). Requests must be made in writing.

Personal Leave of Absence—Students may request a leave for personal or financial reasons from the associate dean of students (academic). Requests must be in writing.

Medical or Psychological Leave of Absence—Students who have a professionally diagnosed medical or psychological condition that interferes with their academic or social life at Hamilton may request a medical or psychological leave of absence from the dean of students. For such a leave to be considered, the student must authorize the director of Student Health Services and/or the director of Counseling and Psychological Services, as appropriate, to provide confirmation of the presence and severity of the condition to the dean of students.

Students whose behavior is either disruptive or presents a danger to themselves or to others may be referred to the Health Center or to the Counseling Center for evaluation and diagnosis if the dean of students suspects that a medical or psychological condition may underlie the behavior. If the consultation confirms the presence of such a condition, the dean of students may decide to place such students on involuntary medical or psychological leave of absence. Students who refuse to cooperate with such evaluative procedures will be subject to involuntary leave until such evaluations are completed. Students who face involuntary leave have the right to request a member of the faculty or administration to act as an advisor or advocate.

Students who take a leave during a semester will normally be on-leave for the remainder of that semester plus the subsequent semester. Students who have been on medical or psychological leave of absence must apply to the dean of students to return. Normally this request should be made 30 days in advance of the proposed date of return. Requests will be granted only after the director of Student Health Services and/or the director of Counseling and Psychological Services informs the dean of students that he or she is satisfied that the student is ready to return; this will normally require the student to supply documentation from appropriate professionals confirming that the condition leading to the leave has been resolved.

Suspension, Withdrawal and Readmission

Academic Suspension—A student suspended for academic deficiency will be notified in writing of the decision of the Committee on Academic Standing, the reasons for suspension, the length of the suspension and the conditions under which he or she will be considered by the committee for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Disciplinary Suspension—Students may be suspended from the College for disciplinary reasons. Readmission to the College after the semester of suspension is not automatic, but requires application to the dean of students. A student readmitted

from suspension for disciplinary reasons will normally be placed on disciplinary probation for the semester immediately following readmission. Readmission will normally be denied if the conditions specified at the time of suspension have not been met. Hamilton reserves the right to defer readmission if space is not available.

Withdrawal—Students who leave Hamilton while a semester is in progress or at the end of the semester, and who do not wish to return at a future date, are required to withdraw formally from the College. A student who wishes to withdraw from the College must meet with the associate dean of students (academic) and follow the proper exit procedures.

Readmission—Former students or students who have completed withdrawal procedures may apply to the dean of admission for readmission to the College. Applications for readmission are to be submitted at least one month prior to the beginning of the semester in which the student wishes to return.

Continuation at Hamilton

Continuation Fee—A continuation fee of $400, deductible from the fall tuition bill, is required of all students who intend to continue at Hamilton. This fee is due by March 1 of each year. It may be refunded up to May 1; after that date it is forfeited.

Preregistration—Preregistration is held in November for the following spring semester and in April for the following fall semester. In order to preregister for the fall semester, students must have paid the continuation fee. Students who have not preregistered may be withdrawn from the College.

Housing Lottery—In order to continue in college housing, returning students select their rooms for the next academic year through participation in the housing lottery process at the end of the spring semester. In order to be eligible for the process, students must have paid the continuation fee, have their accounts clear and have preregistered for classes for the fall semester. The housing lottery information booklet, published in the middle of the spring semester, contains additional requirements pertaining to the process and student eligibility.

Students wishing to live off campus must participate in a separate process which is normally offered only to rising seniors. Any permission to live off campus is granted on a yearly basis only. Students are advised to not sign a lease until they have been granted permission to move off campus by the College during the spring.

Meal Plan Placement—Each student must participate on a meal plan while classes are in session. All first-year and sophomore students must participate on the 21-meal plan. Most junior and senior students will participate on the 7-, 14- or 21-meal plan, depending on where they live. Certain housing locations permit students to take fewer meals in the dining halls. However, all students (including off-campus residents), at a minimum, must participate in the five-lunch plan, known as the Common Meal Plan. Students with medical restrictions need to consult with the director of residential life. (For more information on Meal Plan Placement, see the Residential Life site on the Hamilton Home Page at http://www.hamilton.edu/html/studentlife/reslife/mealplan/mealplan.htm

Student Records

College regulations defining access to student records under the provisions of the Family Educational Rights and Privacy Act ("Buckley Law") are described in the "Appendix."

Honors

The College recognizes academic achievement with a variety of honors. Specific awards, fellowships, scholarships and prizes are described in the "Appendix" of the *College Catalogue*.

Commencement Honors

Those students who complete the entire College course with a standing in the first five percent of the graduating class will earn general honors and receive the baccalaureate degree summa cum laude; those in the next ten percent, magna cum laude; and those in the next ten percent, cum laude.

The two students who attain the first and second highest standings for the College course shall be given, respectively, valedictory and salutatory honors. To be eligible for valedictory or salutatory honor, a student must have earned at least 23 units of credit at Hamilton College.

Departmental Honors

Honors in the concentration are awarded by vote of the faculty in the area of concentration to those seniors who have completed courses that satisfy the concentration with an average of not less than 88 and who have also met with distinction the additional criteria established for honors in the concentration. Individual departments and programs may require a higher average. These criteria are listed in the departmental entries which appear in the section on "Courses of Instruction." Matters of character constitute legitimate considerations for a department to deny an award of honors in the concentration.

Dean's List

The College also recognizes academic achievement at the conclusion of each semester. At those times, the dean of the faculty makes public the names of those students who have carried throughout the semester a course load of four or more graded credits and who have completed that course load with an average of 90 or above. (A special criterion for the Dean's List applies to the Term in Washington and Hamilton in New York City programs; see "Academic Programs and Services.")

Phi Beta Kappa

The Hamilton College chapter of Phi Beta Kappa, known as the Epsilon Chapter of New York, was established in 1870. Students are elected to membership primarily for academic distinction in the liberal arts and sciences. In the fall, the chapter may choose not more than ten seniors having especially distinguished records during their first three years. Other seniors are elected in the spring and at Commencement time. Transfer students may be elected on the basis of two years' grades in Hamilton courses. However, no more than one-eighth of the graduating class shall be elected altogether. In examining the academic records of candidates for election, the chapter takes into consideration their fulfillment of the academic purposes and goals of the College.

Sigma Xi

The Hamilton College chapter of Sigma Xi, the national honor society for scientists, was installed in 1965. The goals of Sigma Xi are to advance scientific research, to encourage companionship and cooperation among scientists in all disciplines and to assist the wider understanding of science. Students who show marked aptitude for research and who are continuing in research at the graduate level are elected to associate membership. Students not continuing on to graduate school are awarded certificates of recognition. Nominations are based on the student's performance in an independent study or a senior research project.

Lambda Pi Eta

The Hamilton College chapter of Lambda Pi Eta, known as Epsilon Kappa, was established in 1996. Membership in Lambda Pi Eta is based on academic excellence in and commitment to communication studies. The purpose of the society is to recognize, foster and encourage outstanding scholastic achievement in communication studies.

Omicron Delta Epsilon

The Hamilton College chapter of Omicron Delta Epsilon, the international honor society in economics, was established in 1990. The society recognizes scholastic attainment in economics, encourages the establishment of closer ties between students and faculty in economics and emphasizes the professional aspects of economics as a career in the academic world, business, government and international organizations.

Phi Alpha Theta

Alpha Epsilon Upsilon, the Hamilton College chapter of Phi Alpha Theta, was installed in 1991. This international honor society recognizes academic excellence and promotes the study of history through the encouragement of research, good teaching, publication and the exchange of learning and thought among historians.

Phi Sigma Iota

Iota Nu, the Hamilton College chapter of Phi Sigma Iota, was installed in 1977. This national honor society encourages scholarship and recognizes achievement in foreign and classical languages and literatures.

Pi Sigma Alpha

Known as Tau Kappa, the Hamilton College chapter of Pi Sigma Alpha was established in 1993. This national political science honor society recognizes academic achievement in various fields of political science and encourages intellectual discourse on public affairs and international relations among students and faculty.

Psi Chi

The Hamilton College chapter of Psi Chi, the national honor society in psychology, was established in 1977. The purpose of the society is to advance the science of psychology and to encourage, stimulate and maintain members' scholarship in all fields, particularly psychology.

Fellowships, Prizes and Prize Scholarships

In addition to the honors listed in this section, the College awards fellowships, prizes and prize scholarships in recognition of academic and other kinds of achievement.

Fellowships are awarded to graduating seniors to permit them to continue their education.

Most prizes are given for academic achievement in a particular discipline, either in general coursework or in an essay or other exercise. A few prizes recognize personal character or service to the College community.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of endowed scholarship funds, established by alumni and friends of the College, support them.

Postgraduate Planning

Just as Hamilton provides academic advisors to its students during their undergraduate years, so it endeavors to assist them in their plans for postgraduate study and employment. The staff of the Career Center regularly advises students on postgraduate planning. Many individual faculty members are available for consultation concerning study or careers in their particular fields of interest.

In recent years, approximately 15 percent of those graduating have entered graduate or professional schools directly after college. Some 50 percent enter graduate programs within five years after receiving their college degrees. Since most Hamilton students undertake postgraduate study, proper education for such work is an important aim of the curriculum. About 75 percent of recent seniors elected to take jobs immediately after graduation. As they begin to plan for their postgraduate years, all undergraduates are encouraged to use the resources and counsel available at Hamilton.

Career Center

The Career Center offers a number of workshops, individual appointments and other services to assist students in exploring career options, preparing for job searches and planning for graduate and professional schools. Students are strongly urged to visit the center in their first or second year at Hamilton. Information on career development and career field choices, and data on all recruiting opportunities, is available online at the Career Center website (www.hamilton.edu/college/career). The office maintains a library of reference books concerning graduate study in the United States and abroad, as well as information on internships, volunteer programs and summer employment. Also, the center acts as a clearinghouse for students who wish to establish a permanent file of credentials.

In addition to arranging career seminars and campus visits by employers and representatives of graduate and professional schools, the Career Center coordinates a mentoring program, with the participation of alumni, who are an integral part of the career advising process. Each year a number of alumni return to campus to discuss career options with students in a variety of formal and informal settings, and students often visit alumni at their places of employment during school vacations.

Graduate Study in Arts and Sciences

Students contemplating graduate study should consult as early as possible with the chair of the department in which they plan to concentrate. Knowledge of requirements for the primary field of interest and of appropriate related courses is essential to planning a solid program. For example, students considering a career in chemistry need to know the courses that will enable them to qualify for a certificate issued by the American Chemical Society, as well as the courses most helpful toward graduate work in chemistry. A student considering geology as a concentration should be aware that the other natural sciences are useful both to the potential concentrator and to the future geologist. A solid grounding in mathematics, including analytical geometry and elementary calculus, is particularly important to the scientist, the economist and very frequently to the social scientist.

Any student planning on graduate work should be aware that many programs require a reading knowledge of at least one foreign language for the master's degree and often two for the doctorate. A student should consider whether French, German, Greek, Latin, Russian, Spanish or a non-Western language will be helpful.

A student contemplating graduate work should consult the catalogues of major universities for their requirements. (A wide selection may be found on microfiche at the Burke Library.) The knowledge so gained will permit useful planning in consultation with the appropriate departmental chair.

Health Professions

All accredited medical and dental schools require one year of English, one year of biology, two years of chemistry (including organic) and one year of physics. Additional requisites vary widely, but often include "competence in mathematics" and broadly stated background in social sciences and humanities. The requirements for schools of veterinary medicine are generally more rigid; those for the allied health professions, including physical therapy, optometry, podiatry and nursing, are somewhat more flexible. Students interested in any career in the health professions should consult with the health professions advisor as early as possible to plan a course of study to meet the requirements of the schools of their choice. (See "Early Assurance Program in Medicine" under "Academic Programs and Services.")

Law

Many Hamilton students enter law school immediately upon graduation or within a few years thereafter. While law schools do not prescribe any particular courses or program of study as part of a formal pre-law curriculum, they seek graduates who demonstrate analytical reasoning powers, skill in oral and written forms of expression, and the ability to comprehend and organize large amounts of factual data. Students interested in entering law school are advised and assisted by the Pre-Law Committee composed of faculty members and the associate director of the Career Center.

Education

Hamilton is proud of the number and quality of its graduates who have pursued careers in the field of education. Students interested in teaching, school administration, student services and other careers in education should consult with the staff of the Career Center, the Office of the Dean of Students, the director of the Education Studies Program and/or their advisor.

Business and Government Service

For many careers and professions, no prescribed program is necessary. The best preparation for business or government service is probably well-developed skills in reading, speaking and writing; a wide choice of courses, including economics and/or mathematics; and a concentration in the area which the student finds most interesting. Students who intend to enter a graduate school of management or business administration are strongly advised to take mathematics at least through calculus. In addition, many employers look for well-rounded students who also have demonstrated leadership, community service and involvement in extra curricular activities during their time at Hamilton.

Engineering

Students interested in engineering as a career may pursue this interest at Hamilton in a number of ways. Among others, the cooperative program (see "Cooperative Engineering Programs" under "Academic Programs and Services") leads to the B.S. or M.S. degree in engineering in either a 3-2 or 4-2 plan. Other arrangements may also be made. In order to keep this career option open, it is necessary to take courses in physics, mathematics and chemistry. The usual pattern is at least one course in science and one in mathematics for each of the first five or six semesters.

Admission

As a liberal arts institution, Hamilton encourages applications from young men and women of diverse talents and intellectual promise. Prospective students are selected not only on the basis of their performance in high school and their ability to profit from Hamilton's various programs, but also on the basis of their capacity to enrich college life in some fashion—be it scholastic or extracurricular.

The Admission Committee reviews each application individually and reaches a decision by consensus. Since the number of qualified candidates far exceeds the number of openings available each year, admission to Hamilton is highly competitive.

Requirements for Admission

Because Hamilton's academic program is rigorous, applicants for admission must demonstrate highly developed learning skills. The candidate should, therefore, complete a formal secondary school program, including such preparatory subjects as English, mathematics, foreign language, science and social studies. Although the distribution of these subjects may vary, a minimum of four years of English, three years of mathematics, three years of science and three years of one foreign language is desirable. Nonetheless, since the prime criterion for admission remains the candidate's ability and desire to perform at intellectually demanding levels, Hamilton will consider applications from highly recommended individuals whose preparation does not conform to these guidelines.

The deadline for submitting applications through regular decision is January 15. An application consists of the following pieces of information: the application form itself (Hamilton's application is the Common Application), Hamilton's one-page Application Supplement, a secondary school report, a mid-year school report and a teacher reference form. In addition, applicants must write an essay and submit a graded sample of expository prose. Applicants are offered a variety of ways to meet Hamilton's standardized test requirement. They include: SAT 1; or the American College Testing assessment test (ACT); or three SAT 2 tests in different areas of study, to include the writing test, a quantitative test (chemistry, math or physics) and one test of the student's choice; or three Advanced Placement (AP) tests in different areas of study, to include English, a quantitative test (computer science, chemistry, economics, math or physics) and one test of the student's choice; or three scores in different areas of study from any mix of the above, to include an English test, a quantitative test and a test of the student's choice. If you do not indicate a testing preference, the Admission Committee will make a decision in your best interest.

Because the Admission Committee wants to know as much as possible about each applicant, a personal interview on campus is strongly recommended. Interviews may be scheduled from spring of the junior year through February 15 of the senior year. The candidate should write or telephone the Admission Office (800-843-2655) to request a specific date for an appointment. Because interview slots are limited and are often booked weeks in advance, students are urged to arrange an appointment well ahead of their intended visit. The Admission Office schedules interviews Monday through Friday from 9 a.m.-3 p.m. The office is also open on most Saturday mornings from July through December (but candidates are encouraged to visit the campus on a weekday if possible). For those unable to visit the College or schedule an interview during their visit, an off-campus interview with an alumna or alumnus of the College may be arranged. An off-campus interview should be requested as early as possible during the senior year. Alumni interviews cannot be scheduled after January 1. The phone number is 800-791-9283.

A campus visit should involve more than just an interview. Applicants are also encouraged to take a tour of the campus, visit classes, talk with faculty members and students, and eat in one of the dining halls. Overnight accommodations are available

(Sundays through Thursdays, starting October 1) with student hosts or in the Bristol Center. In either case, the Admission Office recommends that students make reservations ahead of time and will be glad to assist them with any arrangements.

Hamilton is a member of the National Association of College Admission Counselors and adheres to its Statement of Principles of Good Practice in the admission process. Applicants are expected to be aware of their rights and responsibilities as delineated in the Statement of Students' Rights and Responsibilities as promulgated by NACAC. Copies of either or both of those statements may be obtained by writing or calling the Admission Office.

Early Decision

The Early Decision program is designed for students who have investigated their college options thoroughly and have decided that Hamilton is their "first choice." Hamilton College values the commitment and enthusiasm demonstrated by students who choose this program. Our statistics show that Early Decision candidates have received a slight advantage in the admission and financial aid process. The program enables students to clearly indicate that Hamilton is their first choice, and allows admitted students to conclude their college search early in the senior year.

A student may apply for Early Decision under the following plans:

Plan I: November 15—Deadline for application
December 15—Notification of decision

Plan II: Applications are due by January 15.
Candidates will be notified by February 15.
Note: Regular decision candidates may convert to ED II by filing an Early Decision agreement prior to February 15.

Students applying to the College under any of the Early Decision plans will be required to sign a statement that they will withdraw all other college applications and will file no additional applications if they are accepted by Hamilton. A guidance counselor must also acknowledge the commitment by signing this statement.

To apply for aid, students should complete and file the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service (CSS) PROFILE application prior to February 1 of the year they will enter college. If the PROFILE and FAFSA are filed after February 1, photocopies of the forms should be sent simultaneously to Hamilton's Financial Aid Office. This will ensure that the request receives full consideration for assistance. Be aware that filing the PROFILE is a two-step process. The registration form must be filed before CSS will send the actual application. Students will need to file the registration form in mid-January in order to file the application by February 1.

Early and Deferred Admission

Candidates able to satisfy high school graduation requirements by the end of their junior year and who wish to matriculate at Hamilton the following fall will receive the same consideration as any other applicant. Excellent students who have exhausted their high school course offerings before the senior year but who will not satisfy graduation requirements may also be considered for early admission. Early admission candidates are strongly advised to have a personal interview on campus.

Candidates who have been accepted for admission and are fully committed to Hamilton, yet who prefer to postpone entrance for one year, may request deferred admission. A place will be reserved for them upon acceptance of their deferral by the admission committee and receipt of the required registration deposit of $400. Candidates requesting deferred admission should understand that they are expected to attend Hamilton and may not apply to other colleges during their year off.

Admission with Advanced Placement

Entering students who score satisfactorily on the Advanced Placement Tests or who have earned the International Baccalaureate diploma may be awarded (with the approval of the appropriate department and the Committee on Academic Standing) advanced placement and/or credit. In addition, credit may be granted for coursework taken on other college campuses with regular college faculty.

With the approvals of the appropriate academic departments and the Committee on Academic Standing, students who have earned the International Baccalaureate diploma may be awarded credit based on that diploma.

With the same approvals, a student who scores satisfactorily on an Advanced Placement Test may be awarded advanced placement in that department's curriculum. The department, may, but need not, award the student credit for a lower-level course upon that student's completing, with a grade satisfactory to the department, the course in which he or she was placed.

A student may not receive credit toward a degree solely on the basis of a score on an Advanced Placement Test.

Higher Education Opportunity Program and Scholars Program

Hamilton participates in the New York State-sponsored Higher Education Opportunity Program (HEOP), designed to provide a wide range of services to qualified applicants who, because of educational and economic circumstances, would otherwise be unable to attend college. These services include a summer session in preparation for matriculation at the College, counseling and tutoring. A general college studies course is offered to HEOP students each summer. Designed to introduce students to the liberal arts, the course covers such fields as English, Speech, Psychology, Philosophy, Science, Mathematics and Anthropology, and provides students with the expertise to develop a program of study, in consultation with an advisor, which will meet their perceived educational needs.

Hamilton College financial aid funds are available to students admitted under HEOP. Hamilton also conducts a parallel program to HEOP, the Scholars Program, for students who do not meet all the HEOP requirements, whether they be economic, academic or geographic. For further information, applicants should contact the director, Higher Education Opportunity Program, Hamilton College.

International Students

Applications from superior students from other countries are encouraged. International students should submit the results of the Test of English as a Foreign Language (TOEFL) in addition to the materials mentioned above if their language of instruction has not been English. A limited amount of financial aid is available to international students demonstrating need.

Home-Schooled Students

Students who have met their local and/or state regulations for schooling at home may apply for admission to Hamilton. We strongly recommend these home-schooled students have an on-campus interview to discuss their academic preparation for college-level work.

Transfer from Other Colleges

The College is interested in well-qualified, highly motivated students who wish to transfer to Hamilton from another institution. Because of the College's graduation and residency requirements, no student can transfer more than two years' work from another institution. (See also "Evaluation of Credit for Transfer Students" under "Academic Regulations.")

Transfer candidates must submit official records of all college work accompanied by two letters of recommendation, one of which must be from the dean of students at the institution most recently attended. The deadline for fall transfer applications is April 15; admission decisions are mailed by mid-May. The deadline for spring trans-

fer applications is November 1; admission decisions are mailed by January 1. Financial aid for transfer students is available but limited.

Hamilton Horizons Program

Convinced that education is a continuing process, Hamilton invites qualified men and women who have been away from formal collegiate education for two years or more to return via the Hamilton Horizons Program. Interested candidates are asked to meet with the director of the program.

The Hamilton Horizons Program provides older students with the same educational opportunities offered to regular undergraduates. The program offers no distinct courses for adults, no evening or weekend courses and no adjunct faculty. Instead, students in this program are incorporated into the mainstream of the College's academic life.

To earn a degree at Hamilton, students in the Hamilton Horizons Program must satisfy all the requirements stated in the *College Catalogue*, except the requirement in physical education, the requirements governing minimum and maximum course loads, the requirements governing residence on campus and the requirement that the degree be completed within seven years following matriculation.

Applicants are initially accepted as part-time students in the program, which of itself offers no degree. After two semesters, each student has the option of applying to the College as a candidate for the baccalaureate degree. Hamilton Horizons students may take courses for credit or audit them without formal matriculation. The deadline for fall Horizons applications is April 1; the deadline for spring Horizons applications is November 1.

The ACCESS Project

The Hamilton College ACCESS Project is a comprehensive program designed to provide low-income parents in Central New York with all of the support necessary to thrive in an academic community. The project offers long-term educational, employment, social service, legal, transportation, psychological and family support. Students in the ACCESS Project receive one year of free tuition at Hamilton, where the program includes individualized classes, workshops, advising and study programs, with an emphasis on developing skills in writing and communication, organization, test-taking, computer literacy and research. Following the first year, students are offered assistance in entering and completing two-and four-year degree programs at several area colleges, including Hamilton. In order to be eligible for the ACCESS Project, students must be low-income parents with at least one dependent child in their home, have an income of less than 200% of the poverty level and be ready and motivated to work hard, learn, grow and change their lives. For more information, contact Tara Day, support services coordinator, at 315-859-4292.

Tuition and Fees

A college education of the kind offered at Hamilton is necessarily expensive–so expensive that tuition represents slightly more than 60 percent of the actual cost of a student's education. For the remainder, the College relies upon its endowment and the various gifts and grants made by alumni, friends and foundations. Even though the individual expense is thus substantially reduced, approximately half of all students at Hamilton still need some form of financial aid. If deemed eligible, they can benefit from scholarship funds, employment opportunities and loans established to defray further the high cost of education. For detailed information, refer to the "Financial Aid" section of this *Catalogue*.

Charges for a year at Hamilton, including tuition and fees, room and board, total $35,800. Beyond this, a student will need an additional $800 to cover the cost of books and supplies, plus approximately $700 for other expenses. The actual amount required will depend in part upon the distance between home and the College.

College Fees

Application Fee—A non-refundable fee of $50 must accompany each application for admission.

Registration Deposit—A non-refundable deposit of $400 is required from each candidate offered admission. This sum, due by May 1, will be applied toward the first bill of the academic year.

Guarantee Deposit—An initial guarantee deposit of $100 is required from each regularly enrolled student upon entering the College. This deposit will be held to ensure final payment of minor bills. Any balance will be returned after the student leaves the College.

Tuition and Other Charges for 2002-03—

Tuition and Fees	per year	$28,610
Room (in College residence halls)	per year	3,630
Board (in College dining halls)	per year	3,410

The charge for tuition and fees listed above does not apply to the occasional special student permitted by the faculty to carry fewer than the three courses required for a full-time program. Partial tuition for such students is determined solely by course load, at a rate of $2,700 per course.

Overelection Fee—Four years' tuition entitles the student to 37 courses–several more than are required for graduation–taken at any time during the undergraduate program. Students who enroll in more than the allotted 37 courses (exclusive of Music 121-122, 131-132, 141-142, 221-222, 231-232, 281, 331-332 and 431-432) pay an overelection fee of $2,700 per additional course.

Room and Board—The College asks that all students live in a College residence hall; exceptions to this policy may be granted by the Office of the Dean of Students. College rooms are furnished with a bed and mattress, desk, chair and dresser for each occupant. Any student who is allowed to move from his or her residence hall to off-campus housing before the second week in the semester has ended will receive a rebate. Because of residence hall financing commitments, however, students who move after that time will not be so entitled.

A limited number of students are permitted each year to participate in the Keehn Cooperative Meal Plan or in other specialized meal plans. All students, however, will participate in the Common Meal Plan as a minimum. All first- and second-year students will participate in the 21-meal plan. Juniors and seniors can choose to participate in either the 7-, 14- or 21-meal plan; and certain housing accommodations will provide for participation in the Common Meal Plan only (lunches, Monday-Friday). Those

permitted to provide their own board will be assessed a service charge of $250 per year for this privilege to cover the College's cost of maintaining cooking facilities in the residence halls.

Continuation Fee—A continuation fee of $400, deductible from the fall tuition bill, is required of all students who intend to return to Hamilton for the coming academic year. This fee will be billed to the student's account on January 15, to be paid on or before March 1. Students may not preregister or participate in the housing lottery until the fee is paid. It is nonrefundable after May 1.

Student Activities Fee—At the request of the Student Assembly, a student activities fee of $75 per student per semester is charged to support student-sponsored programming.

Medical Services—Professional care and treatments provided by the College Health Center are free. A fee may be incurred for medications and diagnostic tests.

Group Accident Insurance—Accident insurance is extended without separate charge to all regularly enrolled students for the academic year. However, this is excess insurance over any other collectible insurance covering the student as a dependent. This includes, but is not limited to, Blue Cross-Blue Shield or the parents' group insurance program. This coverage provides a basic accident medical expense benefit with an aggregate maximum of $1,000 per injury.

Coverage under the plan is available for losses caused by accident only, both on and off campus, but the accident must occur during the academic year. There is no coverage during the summer break. Treatment must commence within 180 days of the accident, and all bills for charges accumulated during a given treatment must be presented within two years of the incident.

Accident insurance is also provided for intercollegiate sports. This is excess coverage only. It applies after any other collectible insurance covering the student. Club and intramural sports are not covered under this plan and fall under the group accident insurance plan.

Health Insurance—Hamilton College requires that all students have some form of health insurance coverage. For students who are not covered under a parent's policy, or students who would like additional coverage, Hamilton offers a limited benefits health insurance plan. Coverage under this policy is voluntary. However, if proof of other comparable health insurance coverage has not been provided to the Health Center, students will be automatically enrolled in and billed for this plan. An outline of the plan and premium information may be obtained from the associate director of administrative services at 315-859-4999.

Other than the provisions of the Medical Service and Group Accident and Health Insurance programs described above, the College assumes no responsibility for medical or health services to its students.

Music Fees—Private vocal and instrumental instruction is available during the fall and spring semesters. The student may choose between two alternatives: 11 weekly half-hour lessons for $220, or 11 weekly hour lessons for $440. A student receiving a college scholarship as part of his or her financial aid package is eligible for assistance in meeting the cost of private music instruction. Generally one-half the cost will be covered by an increase in the scholarship, with the remainder covered either by the student and his or her family or through a supplemental loan. Eligible students must contact the Office of Financial Aid.

Off-Campus Programs Abroad Fee—Students may study for a semester or more through approved foreign study programs at other colleges and universities. A fee of $900 is charged for each semester a student is abroad. This fee is in addition to the tuition charged by the off-campus program.

Charges for Damage—The College attempts to minimize property damage by prorating among the student body the cost of any such damage for which the responsible party cannot be identified. The cost of individual residence hall damage for which

no responsible party can be found is prorated among the residents of each building. A bill for this prorated charge is sent to each student at the end of each semester.

Payment of Bills—One-half the annual charges is billed in July and the other half in December. Both are mailed to the student's home address for payment in August and January, respectively. If payment is not received by the due date, a late payment fee of $100 is assessed. An additional late fee of $200 will be assessed if the amount due for the semester is not paid by October 1 for the fall semester and March 1 for the spring semester. During the academic year, all other bills are also mailed to the student's home address and are due by the last day of the month.

Numerous lending organizations and banks offer plans for financing tuition and fees. Such plans allow for payment periods of up to 120 months. The Office of Financial Aid has a list of such organizations.

Any student whose bill is not paid as provided herein may be prevented from registering or preregistering and excluded from classes. In addition, any student whose bill is unpaid may be denied access to residence and/or dining halls. No student whose College bills are unpaid may receive a degree or honorable dismissal, have grades recorded or obtain a transcript.

All students are held personally responsible for any unpaid balance on the tuition account, regardless of any allowances, awards or financial aid. It is also the student's obligation to pay attorneys' fees or other charges necessary to facilitate the collection of amounts not paid.

All refunds to a student withdrawing from the College are based on the date on which the student, parent or guardian notified the dean of students of withdrawal. The College policy on the refund of payments to students who withdraw voluntarily or due to illness, or who are dismissed during any semester, is stated below. No other refunds are possible.

Tuition and fees are refunded as follows:

1) Withdrawal or dismissal during the first two weeks of the semester: 80%.
2) Withdrawal or dismissal during the first four weeks of the semester: 40%.
3) Withdrawal or dismissal during the first six weeks of the semester: 20%.
4) After six weeks: no refund.

Room charges will not be refunded if a student withdraws after the start of classes. Board charges will be refunded on a *pro rata* basis.

Students who think that any fee or refund has been incorrectly computed may appeal to the controller.

Financial Aid

For students unable to finance their education at Hamilton independently, the College furnishes grants, part-time employment and long-term loans. Such financial assistance adds breadth to the student body and attracts individuals of diverse interests and backgrounds.

Hamilton is a member of the College Scholarship Service (CSS) of the College Entrance Examination Board. To assist the College in determining an applicant's need for financial aid, CSS provides a form called PROFILE. Candidates for financial aid should file both the PROFILE and Free Application for Federal Student Aid (FAFSA) in order to receive full consideration for aid. If additional forms are required, applicants will be so notified.

Students seeking admission to the College are encouraged to file the PROFILE, using estimated data, in the fall or early winter of their senior year in high school. The Free Application for Federal Student Aid (FAFSA), which cannot be submitted until after January 1, should be filed no later than February 1. Be aware that it is necessary to register for the PROFILE service either by phone (1-800-778-6888) or via the Internet (www.collegeboard.com). A Registration Guide may be obtained from guidance offices or most financial aid offices. It is important that the process be completed as soon as possible, and no later than February 1, because late filers will be at a disadvantage in consideration for institutional funds.

Filing the PROFILE and FAFSA in a timely manner will insure a candidate's full consideration for any Hamilton College scholarship or federal awards administered by the College. It is often helpful if photocopies of the PROFILE and FAFSA are submitted to the Financial Aid Office as they are filed. On occasion, processing delays do occur that may jeopardize the timely receipt of applicant information. If the College does not receive a record of your filing by March 1, candidates may not receive full consideration for College-funded assistance.

The PROFILE registration form and FAFSA may also be obtained from local high schools, colleges or universities. For further information, candidates may write to the Office of Financial Aid, Hamilton College, Clinton, NY 13323.

An application for financial aid cannot be considered until the candidate has also applied for admission to the College. The decision to admit an applicant is normally made without regard to the need for financial aid. Consequently, admission in no way guarantees the granting of such aid. Aid normally is awarded for an academic year and credited to College bills, but it may be adjusted at any time if circumstances warrant. Awards are reevaluated each year; therefore, in the spring of each year, students who wish to be considered for the renewal of an award must again file application materials with the Office of Financial Aid.

The amount of financial aid for which a candidate is eligible is established through consideration of income, assets, family size, the number of family members in college and other circumstances that may affect a family's ability to contribute toward education costs.

Types of Aid

A Hamilton student with financial need may benefit from one or several types of assistance: Hamilton College scholarships, loans or jobs; New York State and federal scholarships, grants and loans; and various non-college awards made directly to the individual by private organizations.

Over the years, the College has developed a strong and far-reaching program of scholarship aid. Hamilton College scholarships are supported by endowed funds established through the generosity of alumni and friends, by annual grants and by the College's operating budget.

Merit Scholarship Programs—The William M. Bristol, Jr. '17 Scholarship Program provides half-tuition scholarships (renewable for four years), plus a $3,000 research grant and special faculty mentoring, to students who have demonstrated the ability to think, write and speak critically, analytically and creatively. The College looks for students with a strong commitment to citizenship and public service. Each year, eight to ten of Hamilton's most outstanding applicants are presented with this merit award, regardless of their financial need.

The Hans H. Schambach '43 Scholarship recognizes approximately ten of the strongest applicants from each entering class by meeting their full financial need, without loans, for four years. Schambach Scholars are chosen for their outstanding personal and academic promise, as well as their potential to make a significant contribution to the life of the College. They also receive a $3,000 research stipend and special faculty mentoring.

National Merit Scholars finalists who list Hamilton as their first choice will receive $2,000 from the College in each of their four years.

To be eligible for any of these scholarships, students must apply and be accepted to Hamilton, be in the top ten percent of their high school classes. Demonstrated leadership and community involvement is also considered. No special applications are required for the Bristol and National Merit Awards; nominations from guidance counselors are welcomed.

General Scholarships—Any Hamilton undergraduate is eligible to apply for a general scholarship. These scholarships are awarded on the basis of personal promise as well as on the degree of financial need.

Grants of this sort are supported by the income from more than 100 endowed scholarship funds, from annual grants and by the general funds of the College.

Awards, depending upon need, range from several hundred dollars to full cost of attendance.

Special Scholarships—To be eligible for these scholarships, a student must have already demonstrated financial need and must meet certain requirements or restrictions set by the donor or the College. For example, Hamilton maintains scholarships for residents of certain geographic areas, for foreign students and for students with special talents in various fields.

Many scholarships are available to matriculating students; others are restricted on the basis of a student's class year. (For details, see "Appendix.")

Prize Scholarships—Prize scholarships are awarded to students who have completed at least one year at Hamilton and demonstrated some achievement while enrolled at the College (e.g., excellence in coursework or campus citizenship).

Because the recipients of prize scholarships must usually be eligible for need-based financial aid, most prize scholars will already be recipients of undesignated scholarships from the College. In bestowing a prize scholarship, Hamilton seeks to honor the recipient by substituting a named or designated scholarship for an undesignated scholarship.

College Loans—*The Barrett-Schweitzer Loan Fund* was established in 1992 in honor of Edwin B. Barrett, Professor Emeritus of English and Drama, and Albert Schweitzer, the eminent humanitarian. It provides loans not exceeding $2,000 at interest rates of 4 percent per annum to students who have demonstrated academic excellence and are in need of additional financial support.

The Frank Burgess Memorial Fund was established in 1969 under the will of Frank Burgess. Income from the fund is loaned to deserving students in need of financial assistance. According to the terms of the will, before loans are granted, students must agree to begin repayment within two years after graduation or on entering their "life work," and to complete repayment within five years after graduation or on entering their "life work," with interest at 5 percent per annum to begin at graduation or on entering their "life work."

The Joseph Drown Loan Fund was established in 1983 in memory of Joseph Drown, a friend of the College. Loans are available to deserving students at an interest rate

2 percent below the Federal Stafford Loan Program rate. No interest is incurred during in-school periods, and repayment does not begin until after graduation. Candidates from the western part of the United States receive priority consideration.

The Marshall L. Marquardt Loan Fund was established in 1980 under the will of Mary Sloane Marquardt in memory of her husband, Class of 1933. Loans are available to deserving senior-year students, and are repayable at an interest rate of 3 percent within three years after graduation. The interest accrues from the time the student leaves the College.

The Theodore M. Pomeroy Loan Fund was established in 1916 to assist worthy students. Loans granted to seniors are repayable within three years of graduation (interest at 3 percent computed from the time the student leaves college), and by other students before returning to college the following fall with interest at 3 percent charged from the time the loan is made.

The Gregory H. Rosenblum Loan Fund was established in 1989 by Miriam Friedman, daughter of Mr. Rosenblum, Class of 1892, and her family in appreciation for the financial aid he received at the College. Students who demonstrate need in emergency situations may borrow up to $250 in interest-free short-term loans in any one academic year, with repayment to be made within one year of the date that the loan is secured.

The Henry B. Sanson Loan Fund was established in 1978 by Mr. Sanson, Class of 1940. Loans are available to students who demonstrate need. Preference is given to students from Connecticut, or those from other New England states if none from Connecticut qualify. Interest at 5 percent is charged on the loans, which are repayable within ten years of graduation.

The Elmer C. Sherman Loan Fund was established under the will of Ida M. Sherman in memory of her husband, Class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged, and the entire loan must be repaid within three years after graduation.

Student Employment—The Federal Work-Study Program and Hamilton's Work-Scholarship Program provide student employment as part of the financial aid package. Other employment possibilities, chiefly odd jobs, exist on campus and in the local community.

Federal and State Scholarships and Grants—A detailed listing of the federal and state financial aid programs available to Hamilton students can be found in the "Appendix."

Campus Buildings and Facilities

In all, Hamilton owns more than 1,300 acres of woodlands, open fields and glens overlooking the Oriskany and Mohawk Valleys of Central New York. Included within the grounds are numerous hiking and cross-country ski trails and many unusual varieties of trees and plants. The Root Glen, gift of Mrs. Edward W. Root in 1971, is remembered by all who have strolled its shale paths.

The Afro-Latin Cultural Center

Founded in 1969, the Afro-Latin Cultural Center provides a place of sodality for Black and Latin students. Open to and used by the entire community, the center sponsors discussions lectures, art shows and similar educational, cultural and social events.

The Anderson-Connell Alumni Center

Originally an inn called Lee's Tavern and the home of the Root family, the Alumni Center is one of the oldest buildings on the Hill. Renovated in 1986 and 2002, it is named in honor of Molly and Joseph F. Anderson, Class of 1944, and in memory of Clancy D. Connell, Class of 1912. It houses the offices of Communications and Development.

The Annex

Built in 2000, the Annex is a large multipurpose facility equipped with satellite television, a data projector, 16-foot screen, dressing rooms and state-of-the-art sound components. Home to student theatre performances, major concerts, comedy shows and banquets, the Annex serves a variety of programming needs.

The Athletic Center

With the construction of the Margaret Bundy Scott Field House in 1978, the Athletic Center was completed, providing Hamilton with some of the finest and most modern indoor sports facilities of any small college in the nation. The Field House is connected with the Russell Sage Hockey Rink, one of the first indoor structures of its kind to be built on a college campus and renovated in 1993, and the Alumni Gymnasium, dedicated in 1940 and renovated in 1978. In addition, the William M. Bristol, Jr. Swimming Pool, dedicated in 1988, serves the instructional and competitive swimming and diving programs of the College (see "Athletic Programs and Facilities").

The Azel Backus House

The only building still extant from the Hamilton-Oneida Academy, it was constructed as a boarding house for the academy's students. In 1812 it became the home of Azel Backus, the first president of the College. Since 1958 the house has contained faculty and staff apartments and has also served as a meeting place for various campus and alumni groups. In 1984 it was renovated to include faculty dining rooms.

The Beinecke Student Activities Village

The Student Activities Village, constructed in 1993 and named for Walter Beinecke, Jr., former chairman of the board of trustees of Kirkland College and a life trustee of Hamilton, links the north and south sides of the campus via Martin's Way, named in honor of J. Martin Caravano, Hamilton's 16th president. The village contains the Mail Center, the Howard Diner and the Fillius Events Barn, as well as lounges, where students and faculty members meet informally outside of the classroom and office.

Benedict Hall

The gift of Henry Harper Benedict, Class of 1869 and one of the pioneers in the manufacturing and marketing of the typewriter, Benedict Hall, which was erected in 1897, houses faculty offices and classrooms.

The Bristol Center

Constructed in 1965, the William McLaren Bristol Center is named for the co-founder of Bristol-Myers Co., a member of the Class of 1882. Facilities include the WHCL studios, student media offices, the College Store, a laundromat, lounges, meeting rooms, offices for student organizations and 12 guest rooms.

Buttrick Hall

Originally built in 1812 as the student dining hall, Buttrick Hall is as old as the College itself. In 1834 it became the home of Horatio Buttrick, then superintendent of the Buildings and Grounds Department as well as registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, U.S. secretary of state and recipient of the Nobel Peace Prize. It has served as Hamilton's administrative headquarters since 1926.

The Career Center

Located in a former private residence that was specifically redesigned and renovated for its new purpose in 1986, the Maurice Horowitch Career Center has a recruiting room and two reading rooms containing reference materials. It also comprises offices for counselors who provide assistance to students in developing their post-graduate plans.

The Chapel

Designed by architect Philip Hooker and completed in 1827, the Chapel is thought to be the only remaining example of an early three-story church in America. Restored in 1949 as a World War II memorial, it is the most notable landmark on the Hill and the center of the religious life of the College. It is frequently used for public lectures, concerts and assemblies. The third floor of the Chapel was renovated in 1999 and provides office and meeting space for campus chaplaincy and Oral Communication.

Couper Hall

Constructed in 1889 and rededicated in 1992 in honor and memory of Edgar W. Couper, Class of 1920 and former chancellor of the University of the State of New York, Couper Hall was originally the College YMCA building. It contains classrooms and offices of the Classics Department as well as the Women's Studies program.

Dining Halls

Hamilton has two dining halls: the recently renovated Soper Commons, the gift of Alexander Soper, Class of 1867, and his brothers Arthur and James; and McEwen Dining Hall.

The Health Center

The Thomas Brown Rudd Health Center, named for the College's 13th president, was completed in 1959, and an addition was constructed in 1972. The building houses the Student Health Services and contains fully equipped examination and treatment rooms. The center also houses the College's Counseling and Psychological Services.

Christian A. Johnson Hall

The former College library (1914-1972) was renovated and rededicated as Christian A. Johnson Hall in 1982. It houses the Emerson Gallery (comprising formal art exhibition and workshop areas), the language and speech laboratory and the College's media library. It also contains classrooms and faculty offices for the Critical Languages and the East Asian Languages programs, the departments of Computer Science, French,

German and Russian Languages, Mathematics and Spanish, as well as the Quantitative Literacy Center.

Kirkland Cottage

The oldest building on campus, Kirkland Cottage was first constructed in 1792 as the home of Samuel Kirkland, the founder of Hamilton College. In 1925 it was moved from the foot of College Hill to its present site and later restored. The cottage is used by the senior honorary society, Pentagon, for its meetings, and for the matriculation of the first-year class.

Kirner-Johnson Buildings

These connecting buildings are used extensively for academic, administrative and extracurricular purposes. The Kirner Building, named in honor of Juvanta H. and Walter R. Kirner, houses the offices of the dean of the faculty, the dean of students, the registrar, the Higher Education Opportunity Program (HEOP), multicultural affairs, the departments of Anthropology, History and Sociology, the program in Africana Studies and the Nesbitt-Johnston Writing Center. In addition to several classrooms, it also contains two auditoriums. Within the adjacent Johnson Building, named for Virgil E. Johnson, are the departments of Economics and Government and the Arthur Levitt Public Affairs Center.

The Library

Construction of the Daniel Burke Library was completed in 1972. Named for a member of the Class of 1893 who was for many years chairman of the board of trustees, this modern facility provides Hamilton with one of the finest small college libraries in the nation. The Computer Center is housed in the basement of the library (see "Information Technology Services" under "Academic Programs and Services").

List Art Center

The Vera G. and Albert A. List Art Center, a multipurpose building for the visual and performing arts, has studios and workshops for ceramics, graphics, sculpture, metals, painting and photography; a rehearsal hall, teaching studios, an electronic studio and practice rooms for music; a dance studio; exhibition areas; projection and recording facilities; classrooms; and offices for the departments of Art, and Theatre and Dance.

The Little Pub

Located adjacent to the Beinecke Student Activities Village, The Little Pub opened its doors in the spring of 1996. The restored horse stable/carriage barn contains a game room, bar, dance floor, fireplace room and other spaces for informal social gatherings.

McEwen Hall

Named for Robert Ward McEwen, 14th president of Hamilton College, McEwen Hall houses dining facilities, the Café Opus coffeehouse, a cinema lab, classrooms, music practice rooms and offices for faculty members.

Minor Theater

Originally Hamilton's first library (1872-1914), and later the College infirmary, it was converted to a theatre in 1962 through the generosity of Clark H. Minor, Class of 1902 and a former chairman of the board of trustees. It is now used for student productions and College-sponsored work in drama.

Observatory

Made possible through a gift from Elihu Root III, Class of 1936, the Observatory houses an $11\frac{1}{4}$" Maksutov telescope. Several smaller telescopes are also in use. In 1977, a building was constructed next to the observatory to provide work space for students enrolled in astronomy courses. This structure is heated by solar energy and is

designed to permit experiments in this field. The observatory is off College Hill Road on Peters Lane, a quarter-mile from the campus.

Residence Halls

Hamilton believes the opportunities for educational and personal growth are best served when all students are in residence together. Toward that end, 95 percent of our students live in the 23 residence halls on campus, and first-year students are housed in clusters in several of those halls. As students grow and develop at the College, they have an opportunity to live more independently in small houses and apartments.

Resident advisors live in each hall, with an average ratio of one resident advisor for every 30 students. Working closely with the Office of Residential Life, resident advisors are responsible for advising students in their areas, developing educational and social programs, limit-setting and administrative responsibilities within their buildings.

The College tries to provide its students with as many different housing options as possible. For example, even though all residence halls are coeducational, some floors are single-sex while others are coed. Dunham, Kirkland and North contain rooms ranging from singles to quads, and Carnegie and South, contain doubles and quads. All offer lounges, recreation areas, and kitchenettes. Babbitt and Milbank residence halls comprise six-person suites with kitchens and lounges. Keehn, Major, McIntosh, Minor and Root contain singles and doubles, kitchenettes and large lounges. The Bundy residence quadrangle consists of large singles and doubles. Keehn offers a cooperative living arrangement, and floors in Major are designated as "quiet halls," where students abide by a 23-hour-a-day quiet policy. In addition, Root and DKE are designated as "substance free" halls; North, Minor, Eells, South, Babbitt, Bundy West and sections of Dunham are "smoke-free" residences.

Other housing options for primarily juniors and seniors include the Griffin Road and Farmhouse apartments, Wallace Johnson House, Saunders House, Rogers Estate, Ferguson House, Carnegie, the DKE House, Woollcott House and Eells Hall.

Root Hall

Given in 1897 by Elihu Root, Class of 1864, in memory of his father, Oren, professor of mathematics, the building was originally the Hall of Science. It now houses classrooms and faculty offices for the departments of Comparative Literature, English, and Rhetoric and Communication.

The Elihu Root House

Constructed in 1817 for Theodore Strong, Hamilton's first professor of mathematics, the structure has served as the home of presidents as well as faculty members of the College. The house was extensively remodeled after it was purchased by Elihu Root as a summer home in 1893, and was occupied after 1937 by his daughter, Edith Root Grant, and her husband, Ulysses S. Grant III, grandson of the president. A National Historic Landmark, it was acquired by the College in 1979 and now houses the Admission and Financial Aid offices.

Saunders Hall of Chemistry

Rebuilt and enlarged in 1930, the Hall of Chemistry was again renovated in 1978 and renamed in honor of Arthur Percy Saunders, longtime professor of chemistry and former dean of the College. It houses an auditorium, classrooms, offices and several laboratories, including the Bristol-Myers Laboratory.

The Schambach Center

Completed in 1988, the Hans H. Schambach Center for Music and the Performing Arts houses the Music Department, its classrooms, studios, practice rooms and library. The center also contains the 700-seat Carol Woodhouse Wellin Performance Hall, an appropriate setting for the talents of student artists as well as internationally recognized artists in music and dance who regularly visit Hamilton.

The Science Building

The Science Building, built in 1925, expanded in 1965 with the addition of the Dana Wing, and frequently renovated in recent years, contains the offices and laboratories of the Biology, Geology, Physics and Psychology departments, as well as two auditoriums. It also houses the Oren Root Mineralogy Collection, assembled *circa* 1850 by Mr. Root and now consisting of many specimens of fossils, rocks and minerals. A major renovation and expansion to the building is underway and will continue into 2005.

The Philip Spencer House

Renovated in 2002, the former Chi Psi fraternity house was renamed the Philip Spencer House in honor of the fraternity's founder. It now houses the Business and Personnel offices.

Student Life

The Division of Student Life is primarily concerned with the quality of learning for students outside of the formal classroom setting. The services within the division support and augment the educational purposes and goals outlined in the *College Catalogue*. Hamilton recognizes that students develop intellectually and socially while participating as active members of a residential community. The College therefore has a responsibility to integrate the goals of a liberal arts education into its residential programs. Students are challenged to understand values and lifestyles different from their own, to relate meaningfully with one another, to develop the capacity to appreciate cultural and aesthetic differences and to accept responsibility for the consequences of their actions.

Student Services

The Division of Student Life is concerned with the total development of the student. Emphasis within the various student services is placed on both challenging and supporting students' growth and development as they strive to achieve their potential. The following service areas are included within the division:

Academic Services—The associate dean of students for academic affairs provides support for Hamilton's program of academic advising of first- and second-year students, administers academic regulations and serves as the dean of student's designee for matters brought to the Honor Court. The associate dean coordinates the work of the faculty Committee on Academic Standing.

The coordinator of study abroad programs works with students who are exploring options for study at other foreign or domestic institutions or programs.

Campus Safety—The Department of Campus Safety strives to provide a reasonably secure and safe environment for all who work and study at the College and to protect College property. Campus safety is dependent upon the cooperation and active participation of all members of the community in reducing crime and creating a safe environment. All campus safety personnel are trained in fire and crime prevention, basic first aid and CPR, College policy enforcement and how to respond to a variety of requests for assistance typically associated with the college environment. In addition, the director serves as a liaison with both local and state law enforcement and fire protection agencies. Campus safety provides information to members of the community on a variety of personal safety concerns through educational programs and publications.

Career Center—Career decision-making represents one of the most important developmental tasks for most students at Hamilton. The decision to begin graduate or professional study or to enter the work world involves a complex challenge to the student's intellectual, emotional and social growth. Career Center programming and services are designed to assist students in identifying their own achievements, values, skills and interests; to help them to understand and appreciate the diversity of the world of work; to aid in acquiring the skills necessary to enter that work world; and to manage their careers over their entire life spans.

Chaplaincy—The chaplaincy addresses "the culture of the heart," drawing students and other members of the community into the conversation around life's great questions: "Where did we come from? Why are we here? Where are we going?" At the center of the chaplaincy is the Chapel Board, composed of the three Hamilton chaplains (Protestant, Catholic and Jewish) and representatives from religious communities on campus. Currently Chapel Board is made up of the following groups: Christian Fellowship, Community Church (Protestant), Gospel Choir, Hillel (Jewish), Islamic Association, Newman Community (Catholic), Orthodox Christian Group, Sitting Group (Zen Buddhist and other meditative traditions) and representatives of

other faith traditions on campus. Chapel Board helps the chaplaincy move toward three goals: 1) promote awareness of religious life on campus, 2) provide support and encouragement to religious groups and traditions who make up Chapel Board and 3) offer opportunities for multifaith experiences.

The chaplaincy exists to encourage all forms of religious life and community which find expression at Hamilton College, including worship services, religious music, observance of holy days, experiences of prayer and spirituality and discussion or speaker events on religious or ethical topics. Chaplains are available for counseling with all members of the Hamilton community.

The chaplaincy also supports volunteering for community service. This happens within various religious communities but also in a concentrated way through HAVOC (Hamilton Action Volunteer Outreach Coalition). This student-run organization, advised by the chaplaincy, offers about 20 weekly service projects, including Habitat for Humanity, Best Buddies, Big Brother/Big Sister, Literacy Volunteers of America, working with the elderly, AIDS Community Resources, the Rescue Mission soup kitchen and half a dozen tutoring opportunities. HAVOC also offers service trips over spring break and monthly campus-wide projects to raise funds and awareness for social justice/community service issues.

Counseling and Psychological Services—Students experience developmental and psychological growth as well as difficult situations during their college years. Confidential discussions with counselors can be helpful in the process of making decisions, solving or managing problems, adjusting to a new environment or learning more deeply about oneself. Counseling sessions are intended to result in a more thorough understanding of issues and problems and a clear conceptualization of future actions. The professional staff of three consists of psychologists and counselors who specialize in concerns of college students. All services are strictly confidential and free of charge to Hamilton students. The office is located on the second floor of the Thomas Brown Rudd Health Center accessed via the north entrance. Appointments are available during the week between 9 a.m.-5 p.m. If the need is urgent, arrangements will be made after hours.

Health Services—The personnel and programs of the Thomas Brown Rudd Health Center are dedicated to encouraging and maintaining the well-being and safety of students. The delivery of direct patient care values respect for the individual. Assessment and treatment of illness, consultation, referral and emergency care are provided. Healthy choices and behaviors are promoted through education on issues and lifestyles specific to the college-age population.

The clinic is open weekdays 8:30 a.m.-4:30 p.m. (Wednesdays 10 a.m.- 4:30 p.m.), when the College is in session. After-hours emergency care is provided through contacts with local urgent care and emergency departments. A trained student Emergency Medical Team is on call to respond to accidents, acute on-site illnesses and injuries.

The service is free. Charges may be incurred for laboratory tests, x-rays and medications.

Multicultural Affairs—The assistant dean of students provides leadership for the development of educational, cultural and social programs that enhance intercultural understanding and foster a campus climate that celebrates and respects the uniqueness of all its members. The term "multicultural" is meant to include not only students from diverse racial, cultural and ethnic backgrounds, but also students of different genders, sexual orientations and socioeconomic classes. The dean serves as an advocate for students from diverse racial, cultural and ethnic backgrounds and sexual orientations, and works cooperatively with admissions, faculty members, administrators and students to build and strengthen support networks and to increase and retain representation of historically under-represented groups.

Faculty members and administrators advise the Asian Cultural Society, Black and Latin Student Union, Islamic Association, La Vanguardia, Middle East Union, Native American Studies and Students' Association, Rainbow Alliance and the Womyn's

Community Center. Through leadership development and workshops, these organizations work to provide the campus with outstanding educational, awareness, cultural and social events throughout the academic year.

Residential Life—The Office of Residential Life strives to promote and maintain a residential community conducive to intellectual and personal growth, where students can sleep, study and share ideas with peers whose culture, lifestyle and opinions may be different from their own.

The professional staff in residential life includes the director, assistant director and two live-in area coordinators who are responsible for the management of the 23 residential facilities and the supervision of the paraprofessional staff members who live and work within them.

The paraprofessional staff includes a total of 57 resident advisors including one residential manager. Resident advisors are upperclass students who are trained as counselors, limit-setters, program developers and resource persons, who provide valuable leadership within the residential community. The residential manager is also an upperclass student who works in the Farmhouse apartment facility on campus in an administrative role as a liaison to the Office of Residential Life and the Physical Plant.

Services for Students with Disabilities —Hamilton College is committed to providing equal opportunity and access to qualified students with physical, mental or learning disabilities. The Dean of Students Office will coordinate individualized accommodations and support services for any student who needs them. In addition, support services such as the Writing Center, the Language Center and the Quantitative Literacy Center are available to all students.

Students seeking special arrangements due to a disability should provide the dean with a recent evaluation conducted by a specialist in the appropriate field. It should include a diagnosis of a disabling condition and recommend accommodations. Using this information, in consultation with the student, his or her professors and, if necessary, other qualified experts, the dean will help the student to develop a system of support services that are appropriate to the student's needs. Requests for special arrangements should be made well in advance of the time they will be needed. Questions about services may be directed to the senior associate dean of students at 859-4022.

Student Activities—There are numerous opportunities for student development, involvement and leadership in co-curricular activities at Hamilton. Altogether, there are more than 70 clubs and organizations, and students can choose to become involved in community service, cultural, musical, athletic, social, recreational or religious activities, or co-curricular activities related to an academic interest. A Fall Festival is held the second weekend of the fall semester to introduce students to the variety of options available to them.

The director of student activities advises student organizations, including private societies, and supervises the Beinecke Student Activities Village and the Bristol Center. Facilities in the Bristol Center include the College Store, radio station WHCL-88.7 FM, student organization offices, meeting and conference rooms, and 12 guest rooms. The Beinecke Village includes the Howard Diner, the Fillius Events Barn, the multipurpose Annex, the Mail Center, an automatic teller machine (ATM) and a variety of lounges.

The Campus Activities Board (CAB). A student-run organization, CAB is responsible for the bulk of social programming on campus. Each semester CAB brings a variety of fun-filled events to Hamilton, including comedians, bands, novelty acts and acoustic coffeehouse performers.

The Student Assembly. The functions of student government at Hamilton are vested in the Student Assembly. The Student Assembly is composed of three branches: the coordinating branch (Central Council); the judicial branch (Honor Court and Judicial Board); and the lobbying branch (Community Council and Academic

Chamber). The Student Assembly Funding Committee allocates funds to more than 50 student organizations.

Student Clubs and Organizations. Descriptions of a sampling of student organizations follow. See *On the Hill,* the on-line student handbook, for a complete listing of student clubs and organizations.

The Black and Latin Student Union was founded by students in 1968 to broaden the awareness and appreciation of Black and Latin cultures. Its goal is to help preserve the cultural identities of Black and Latin students at Hamilton. La Vanguardia was established in 1984 to complement the growing diversity within the Latino community. The Asian Cultural Society was established in 1987 to promote Asian culture, further enriching the multicultural life of the community.

Departmental clubs provide common ground for students interested in a particular field of study. The clubs sponsor discussions, lectures, presentations of papers and similar events. Such groups are sponsored by the Geology, German and Russian Languages, Philosophy and Romance Languages departments.

The International Student Association is composed of international and U.S. students and regularly sponsors cultural programs and social events.

The Outing Club organizes and conducts hiking and camping trips, winter mountaineering, rock climbing and Nordic skiing. Club membership allows individuals to borrow outdoor equipment including tents, sleeping bags, backpacks, stoves, cookware, canoes and cross-country skis.

The Root-Jessup Public Affairs Council is an undergraduate organization with student officers and a faculty advisor, whose purpose is to stimulate student discussion of current national and international issues. The council is named for the distinguished diplomats Elihu Root, Class of 1864, and Philip C. Jessup, Class of 1918.

The Womyn's Community Center was founded in order to provide a focus for the concerns of women at Hamilton. It operates a resource center and sponsors programs open to all members of the College community. The Rainbow Alliance addresses social and political concerns associated with sexual orientation.

There are eight national fraternities and three local sororities recognized by the College. The fraternities are Chi Psi, Delta Kappa Epsilon, Delta Phi, Delta Upsilon, Psi Upsilon, Sigma Phi, Tau Kappa Epsilon and Theta Delta Chi. The sororities are Alpha Theta Chi, Gamma Xi and Kappa Delta Omega.

Student Media Board. Consisting of students, faculty members and administrators, but always having a student majority and chair, the Student Media Board oversees all Hamilton student publications. It approves the budget for each publication, elects editors, and reviews and adjudicates editorial problems and disputes. The newspaper, yearbook, literary magazine, several smaller publications, and the radio and television stations are all operated and managed completely by students.

Campus Cultural Life

Art

The Emerson Gallery (located in Christian A. Johnson Hall) offers Hamilton students a lively and diverse program of art exhibitions and related events, including gallery talks, lectures, workshops, performances and films. Each year the gallery presents the best in contemporary art as well as exhibitions drawn from many cultures and historical periods.

The gallery also regularly exhibits works from the permanent collection which is strong in American and British works on paper and also includes paintings and sculpture, collections of Greek vases, Roman glass and Native American objects. The Walter Beinecke, Jr. Collection includes prints, drawings and paintings related to the history of the Lesser Antilles. The permanent collection is made available for student research and study.

Student work opportunities at the Emerson Gallery (there are both paid and volunteer positions available) provide valuable experience for students interested in careers in museum work and arts administration.

Dance

As part of the Department of Theatre and Dance, the dance program produces one major concert in the spring and participates with the Music Department in a concert for Family Weekend in the fall. In addition, the department presents student-choreographed works, usually as part of composition and choreography courses, and as part of the senior projects. Auditions are announced in dance classes each semester. For information about dance at Hamilton, call 859-4057.

Student-run dance organizations, including the Student Dance Alliance and the Dance Team, offer workshops and occasional performances. Membership is open through the group's current membership.

Film

Three student-run film societies provide film entertainment on campus nearly every weekend that the College is in session. The Foreign and Fine Film Society presents foreign, classic and fine art films; the Classic Film Society offers the opportunity to see classic films on the big screen with a discussion often led by a faculty member prior to or following the film; the Samuel Kirkland Film Society offers current motion pictures as well as musicals.

Music

In addition to the professional performing arts series, there are performances by faculty members and student ensembles, as well as numerous student recitals. The Department of Music also sponsors master classes by visiting artists and lectures on musical subjects by prominent scholars.

Other concerts on campus are offered by the Campus Activities Board. The Office of Multicultural Affairs also sponsors concerts from time to time.

The College Choir, founded in 1867, carries forward a long tradition of choral excellence. In addition to several concerts on campus and in neighboring communities, the choir undertakes an annual concert tour during the spring recess. These tours have ranged from Boston to Chicago and Montreal to Savannah. In addition, the choir has toured Europe seven times. Auditions are held during Orientation in the fall.

The College Orchestra was founded in 1970. In recent years it has performed symphonies by Beethoven, Mozart and Schubert, as well as works by Brahms, Schumann, Berlioz, Wagner, Copland and Ives. The orchestra has also commissioned works by

composers from around the world. Student soloists, chosen by annual competition, also regularly perform concertos or arias with the orchestra. In recent years the orchestra has undertaken two tours, one in this country, the other in Europe. Auditions are held during Orientation each fall.

The College Hill Singers provides an opportunity for talented singers to participate in a variety of solo vocal ensembles. Repertoire is drawn from all periods of music history. Membership is limited to members of the College Choir.

The College and Community Oratorio Society, founded in 1975, performs major works with orchestra each semester. The society is open to any member of the community, without audition. Interested singers may join by attending the first rehearsal of the term.

The Brass Choir, founded in 1959, performs numerous times during the year, providing music for various College functions as well as giving concerts off campus. Its repertory ranges from Josquin and Gabrieli to Hindemith and Dahl. Auditions are held during Orientation each fall.

The Woodwind Ensembles, founded in 1961, afford an opportunity for the study and performance of music for various combinations of wind instruments. They have performed works by Ibert, Mozart, Fine and Richard Strauss. Auditions are held during Orientation each fall.

The Jazz Ensemble was founded in 1981 for the study and performance of a variety of jazz styles. It also provides opportunities for students to study improvisation within a large ensemble context. The ensemble performs several concerts on campus each year, and recently presented concerts throughout New England. Auditions are held during Orientation each fall.

The Buffers, Special K, the Hamiltones and *Tumbling After* are Hamilton's a cappella performance groups. All male, all female or coeducational, each group draws from varied repertories ranging from traditional barbershop quartet melodies to contemporary music, and each mixes musical skill with humor to entertain audiences both at Hamilton and on tour. Auditions are held by announcement.

Vocal and instrumental instruction is available for those wishing to study music in the classic tradition. Most instruction on orchestral instruments is offered by members of the Syracuse Symphony or the Catskill Symphony. A fee is charged for such instruction, but students receiving financial aid may obtain assistance in meeting the cost. Inquiries should be addressed to the Music Department.

Instruments of various sorts are available for student use. The Music Department also maintains a well-equipped studio for electronic music that surpasses such facilities at many larger colleges and universities.

The department also houses a Jazz Archive that includes more than 180 interviews with great jazz artists and several vintage jazz recordings. The Jazz Archive has also sponsored residencies by such artists as Milt Hinton, Byron Stripling, Joe Wilder, Clark Terry, Bobby Watson and Jane Ira Bloom.

Theatre

As part of the Department of Theatre and Dance, the theatre program produces two to three major theatrical productions each year in historic Minor Theater. In addition, the department regularly produces student-directed shows, usually as part of the senior projects. Auditions for theatre program productions are open to all students and are held early each semester. Audition notices are posted on campus and on email. Technical and managerial positions are also available. For information about theatre at Hamilton, call 859-4057.

The student-run theatrical group, Untitled-at-Large, produces one to two musicals each year. Audition notices are posted on campus.

Performing Arts

Hamilton sponsors two professional performing arts series: Classical Connections and Contemporary Voices and Visions. Last season's performers included Dianne Reeves, Tim Miller, Syracuse Symphony, Chatham Baroque, H.T. Chen and Dancers and others. Performing artists for the 2002-03 season include, I Musici de Montréal, Limón Dance Company, Paul Zaloom in *Velvetville*, the Mystical Arts of Tibet and Steve Wilson Jazz Quartet.

Lectures and Performances

Numerous lectures and live performances are provided during the year for the Hamilton community from the income of endowments established for those purposes and augmented by general College funds.

The Lee H. Bristol Endowment for the Performing Arts was established in memory of Lee H. Bristol, Jr., Class of 1945, to bring performing artists to the College.

The William M. Bristol, Jr. Distinguished Visitors Program, established through the bequest of William M. Bristol, Jr., Class of 1917, supports lectures, performances and other special events held in connection with several-day visits by high-profile experts in various fields.

The Richard P. Butrick Lecture Fund was established by the Honorable Richard P. Butrick, a retired diplomat, to support an annual lecture or lectures.

The Class of 1940 Cultural Endowment was established on the occasion of the 50th Reunion of the Class of 1940 to support a major cultural event to be held annually at the College, preferably in the Hans H. Schambach Center for Music and the Performing Arts.

The Class of 1949 Performance and Lecture Fund was established on the occasion of the 40th Reunion of the Class of 1949 to support major performances or lectures to be held in the Hans H. Schambach Center for Music and the Performing Arts.

The Peter D. Constable Lecture Fund was established in 2001 in honor of former Ambassador Peter D. Constable, Class of 1953, to support an annual lecture in international relations.

The Continental Group American Economy Lecture Series was established in 1980 by the Continental Can Company to provide lectures dealing with the American economy in conjunction with the Public Policy Program.

The David Maldwyn Ellis Lecture Fund was established by Robert B. Carson, Class of 1956, in honor of David Maldwyn Ellis, Class of 1938 and professor emeritus of history, to support lectures on the topics of American history or American institutions.

The Great Names at Hamilton Lecture and Performance Fund was established to support one or more annual lectures or performances by individuals of national or international renown in any field.

The Ralph E. and Doris M. Hansmann Lecture Series was established in 1993 in honor of Mr. Hansmann, Class of 1940, and his wife, to support annual lectures in any field. Fields are designated on a three-year rotating basis.

The Terry Herrick Memorial Fund for Industrial Relations Study was established in 1981 by alumni and friends in memory of Horace Terhune Herrick, Jr., Class of 1942, to support lectures on subjects relating to labor, management and productivity.

The Victor S. Johnson Family Lecture Fund was established in 1987 to bring to the campus alumni, public figures, scholars and others who have distinguished themselves in their respective careers and are recognized leaders in their fields, to address a significant aspect of American life and thought.

The Edwin B. Lee Lecture Fund in Asian Studies was established in 1990 by former students and friends of Professor Lee to bring to the College each year a distinguished lecturer in the field of Asian Studies.

The Arthur Levitt Endowment Fund was established by Arthur Levitt, Jr., father of Lauri Levitt Friedland, Class of 1981, in memory of Mr. Levitt's father, Arthur Levitt, Sr., to support lectures and other activities coordinated through the Arthur Levitt Public Affairs Center.

The Helen B. Longshore Memorial Endowment was established by Helen B. Longshore, a friend of the College, to support the College's music programs and activities.

The John Ripley Myers Lecture Fund was established in 1912 by Mary H. Myers in memory of her son, John Ripley Myers, Class of 1887, to support annual lectures in areas not covered by the curriculum.

The James S. Plant Distinguished Scientist Lecture Series was established in 1987 through a bequest from Dr. Plant, Class of 1912 and an eminent child psychiatrist, to bring to the campus outstanding scientists as guest lecturers.

The James T. and Laura C. Rhind Fund was established to bring to the campus fine arts performances or exhibitions with merit, with preference for the field of music.

The William Roehrick Emerson Gallery Lecture Fund was established in 1988 in honor of William G. Roehrick, Class of 1934, to support annual lectures by distinguished scholars in the fine arts.

The Root-Jessup Lecture Series, sponsored by the Root-Jessup Public Affairs Council, brings public figures to the campus to speak on issues of current nationwide interest.

The Sacerdote Family Lecture and Performance Fund was established by Mr. and Mrs. Peter M. Sacerdote, along with their son Alexander Sacerdote, Class of 1994, to support one or more Sacerdote Great Names Series at Hamilton programs each year. Annual lectures or performances will be given by individuals of national or international renown in any field.

The Reverend Alexander Thompson Memorial Lecture Fund was established through a bequest from Luranah H. Thompson in memory of her husband, the Reverend Alexander Thompson, Class of 1906, to support an annual lecture.

The Winton Tolles Lecture Series was established in 1991 by members of the Class of 1951 in memory of Winton Tolles, Class of 1928 and dean of the College from 1947 to 1972. It brings to the campus distinguished writers in the fields of literature, journalism and theatre to lecture and meet with students.

The Chauncey S. Truax Memorial Fund was established in 1956 by R. Hawley Truax, Class of 1909, in memory of his father, Chauncey S. Truax, Class of 1875, to bring to the College distinguished guest lecturers and visiting scholars in the field of philosophy.

The Arthur Coleman Tuggle Lecture Fund was established by Clyde C. Tuggle, Class of 1984, in memory of his father. Speakers are brought to Hamilton under this program to address current ethical issues.

The Winslow Lecture Fund was established through a bequest from William Copley Winslow, Class of 1862, to support lectures on classical archaeology.

The Frank H. Wood Memorial Lecture Fund was established by alumni and friends in memory of Frank Hoyt Wood for many years a professor of political science at Hamilton, to support lectures in history, political science or matters of current general interest.

Athletic Programs and Facilities

Athletic Facilities

Hamilton has a tradition of continually expanding and improving its athletic facilities.

The Margaret Bundy Scott Field House, a 55,000-square-foot multipurpose athletic structure, houses three regulation-size basketball courts and can seat 2,000 spectators. Removable wood parquet flooring is installed for varsity basketball games. The facility also features a six-lane, 200-meter urethane running track and indoor courts for tennis and volleyball. The surface can also accommodate practices for outdoor varsity sports during inclement weather. Two racquetball and three squash courts are located outside the building's lobby area.

Connecting with the Field House are several additional facilities, including the Alumni Gymnasium containing a basketball court, four squash courts and a weight room; the Russell Sage Hockey Rink, the nation's oldest college indoor hockey facility renovated in 1993; and the William M. Bristol, Jr. Swimming Pool completed in 1988. An eight-lane "stretch" pool with a movable bulkhead permitting division into a diving area and a swimming area, it frequently serves as the host site for regional competitions. The Ade Fitness Center opened in 1993 and features state-of-the-art workout equipment, including stair machines, rowing machines, bicycles, treadmills and Cybex machines. The fitness center provides high-quality exercise opportunities for all members of the Hamilton community.

Adjacent to the Athletic Center are the 10 newly refurbished Gray Tennis Courts; the Royce Baseball Field, featuring new dugouts and improved bullpen areas; the recently renovated softball field; and Steuben Field, the 2,500-seat football stadium. Directly behind the stadium is the William D. Love Field, which also comprises the newly resurfaced 400-meter Walter H. Pritchard Track. Love Field, resodded in 2000, hosts soccer action. The newest of the Hamilton playing fields is an all-weather field built in 2000. Located adjacent to campus, it is the new home of field hockey and men's and women's lacrosse.

The Tompkins Golf Course is a nine-hole, 2,761-yard, par 35 course immediately adjacent to campus. There is no admission charged to students, who also use the course during the winter months for cross country skiing.

A gift from the Class of 1996, the High Ropes Course located in the Kirkland Glen, contains more than a half dozen high ropes challenges. The course is open to all members of the Hamilton community and is administered by the College's full-time adventure program coordinator. A series of high ropes initiatives are also located in the Field House.

Athletic Policy

The primary emphasis of the athletic program at Hamilton College is upon the educational value of athletics rather than upon athletics as a public entertainment or as a source of financial income. The College, through its Physical Education Department, provides a four-fold program in athletics: recreational play, instruction in physical education, intramural competition and intercollegiate programs. Hamilton thereby continues its long tradition of encouraging not only the acquisition of knowledge but also the enjoyment of physical activity and the attainment of skills that will provide life-long satisfaction.

Physical Education (See "Courses of Instruction.")

Intramural Activities

The intramural program offers opportunities for participation in a wide variety of sports conducted under the supervision of the Intramural Council and a departmental advisor. The program is especially designed to encourage participation by students who enjoy competition but whose skills or interests are not of intercollegiate calibre.

Intercollegiate Athletics

The College is committed to a representative intercollegiate program. It is also committed to seeking fine student-athletes who value and respect the fundamental educational goals of the College.

The College sponsors men's varsity teams in baseball, basketball, crew, cross country, football, golf, ice hockey, lacrosse, soccer, squash, swimming, tennis and track (winter/spring); and women's varsity teams in basketball, crew, cross country, field hockey, ice hockey, lacrosse, soccer, softball, squash, swimming, tennis, track (winter/spring) and volleyball.

Hamilton is a member of the New England Small College Athletic Conference (NESCAC), the Upstate Collegiate Athletic Association (UCAA) and the National Collegiate Athletic Association (NCAA). The other members of NESCAC are Amherst, Bates, Bowdoin, Colby, Connecticut College, Middlebury, Trinity, Tufts, Wesleyan and Williams. The other members of the UCAA are Clarkson, Hobart/William Smith, Rensselaer, Rochester, Skidmore, St. Lawrence, Union and Vassar. Conferences balance athletic involvement with high academic standards.

Club Sports

The Physical Education Department supports the following club programs: the Bicycle Co-op, dance, fencing, martial arts, men's and women's rugby, sailing, ski racing, ultimate frisbee and water polo.

Courses of Instruction

For each course, the numbering indicates its general level and the term in which it is offered. Courses numbered in the 100s are introductory in material and/or approach. Courses numbered in the 200s and 300s are intermediate and advanced in approach respectively. Courses numbered in the 400s are most advanced.

To assure the maximum effectiveness in teaching, it is sometimes necessary to place limits on the enrollment in courses. Some courses have enrollment limits because of limited laboratory or studio space. Others have limits to enable instructors to incorporate additional papers and examinations, small group discussions or special projects. A writing-intensive course, for example, is normally limited to 20 students, and a seminar is normally limited to 12. Enrollment limits mean that a student might not always be able to take a course that he or she wishes to take.

Unless otherwise indicated, the following priorities will apply in the determination of entrance into courses limited in enrollment.

For 100-level courses, priority shall be given to first-year students, sophomores, juniors and then seniors. (Seniors must have the permission of the departmental chair in order to enroll in a 100-level course.)

For 200-level courses, priority shall be given to sophomores, first-year students, juniors and then seniors.

For 300- and 400-level courses that are not required for the student's concentration, priority shall be given to seniors, juniors, sophomores and then first-year students.

For 300- and 400-level courses that are required for the student's concentration, priority shall be given first to concentrators, and then non-concentrators of the more advanced class.

The term in which the course will be offered is indicated by the letter immediately following the course number: F for fall semester, and S for spring semester.

F,S designates a course offered in both fall and spring semesters. Su designates a course comprising a summer field trip.

Courses with bracketed numbers will not be offered during 2002-03. In most cases, the description indicates the next date the course will be offered.

A single three-digit number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two three-digit numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses, a student may not enter the second term without having taken the first, unless otherwise indicated.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated, all courses meet for three 50-minute or two 75-minute class periods each week.

In the list of faculty members for each department, the letters (F,S) following a name indicate terms of leave or off-campus teaching.

For the most up-to-date listing of courses, consult Hamilton's on-line catalogue at www.hamilton.edu/applications/catalogue/

Advanced Placement Policies

In order to receive AP credit, a student must take a departmentally approved Hamilton course and pass with the minimum grade stipulated by the department. Students must take one of the courses listed below as their first course in the department, unless otherwise designated. A student may not receive credit toward a degree solely on the basis of a score on an Advanced Placement test.

ART

General and Drawing: Students having obtained a 4 or 5 will receive 1 credit upon completion of ART 104 or 160 with a minimum grade of a B in the course.

Art History: Students having obtained a 4 or 5 will receive 1 credit upon completion of ART 151, 152, 154 or any 200-level Art History course with a minimum grade of a B in the course.

BIOLOGY

Students having obtained a 4 or 5 will receive 1 credit upon completion of BIO 111 or 115 with a minimum grade of a C- in the course.

CHEMISTRY

Students having obtained a 4 or 5 will receive 1 credit upon completion of CHEM 125 and/or 190 with a minimum grade of a C- in the course(s).

COMPUTER SCIENCE

Computer Science A: Students having obtained a 4 or 5 will receive 1 credit upon completion of CPSCI 111 with a minimum grade of a C in the course.

Computer Science AB: Students having obtained a 4 or 5 will receive 2 credits for CPSCI 110 and 111 upon completion of CPSCI 210 or 220 with a minimum grade of a C in the course.

ECONOMICS

Issues in Macro: Students having obtained a 5 will receive 1 credit upon completion of ECON 285 with a minimum grade of a B- in the course.

Issues in Micro: Students having obtained a 5 will receive 1 credit upon completion of ECON 275 with a minimum grade of a B- in the course.

ENGLISH LITERATURE/LANGUAGE

Students having obtained a 4 or 5 on either or both of the AP English exams will be permitted to place out of ENGL 150 (though they may take it if they wish). Those students may choose among the following 200-level courses: 204, 205, 215, 221, 225, 235, 256, 267 and, with the permission of the instructor, 228 or 266. Students having obtained a 5 on either or both of the AP English exams will receive 1 credit upon completion of the 200-level course with a minimum grade of a B- during their first year at Hamilton.

FRENCH LITERATURE/LANGUAGE

Students having obtained a 4 or 5 will receive 1 credit upon completion of a 200-level French course with a minimum grade of a B- in the course.

GERMAN

Students having obtained a 4 or 5 will receive 1 credit upon completion of a 200-level German course with a minimum grade of a D- in the course.

GOVERNMENT AND POLITICS

United States: Students having obtained a 5 will receive 1 credit upon completion of any course within the department, other than GOVT 116, with a minimum grade of a B in the course.

Comparative: Students having obtained a 5 will receive 1 credit upon completion of any course within the department, other than GOVT 112, with a minimum grade of a B in the course.

HISTORY

United States and European: Students having obtained a 4 or 5 on either exam will receive 1 semester credit toward general requirements (not toward the concentration) for completing a 100-level history course with a minimum grade of a C- in the course.

LATIN—LITERATURE AND VERGIL

Students having obtained a 4 or 5 in AP Latin Literature or Vergil will receive 1 credit upon completion of LATIN 390 with a minimum grade of B- in the course. Students having obtained a 3 will receive 1 credit upon completion of LATIN 210 with a minimum grade of B- in the course.

MATHEMATICS

Contact the math department.

MUSIC THEORY

Students having obtained a 5 will receive 1 credit upon completion of MUSIC 209 with a minimum grade of a B in the course.

PHYSICS

Physics B (Non-Calculus): Students having obtained a 4 in AP Physics B will receive 1 credit upon successful completion of PHYS 100 (for pre-meds and other science majors) and PHYS 190 (for physics and chemistry majors). Another physics course may be substituted for 100 or 190 with permission of the department chair. Students having obtained a 5 in AP Physics will receive 1 credit upon successful completion of any physics course.

Physics C (Calculus based): Mechanics only: Students having obtained a 4 in AP Mechanics will receive 1 credit upon successful completion of PHYS 190. Students having obtained a 5 in AP Physics C will receive 1 credit upon successful completion of a physics course and should start with 290.

E&M only: Students having obtained a 4 in AP E&M will receive 1 credit upon successful completion of PHYS 195. Students having obtained a 5 in AP Physics C will receive 1 credit upon successful completion of a physics course.

Both Mechanics and E&M: Students having obtained 4s in both Mechanics and E&M will receive 2 credits upon successful completion of PHYS 290. Students having obtained a 4 and 5 in Mechanics and E&M will receive 1 credit upon successful completion of a physics course and another upon successful completion of PHYS 290. Students having obtained 5's in both Mechanics and E&M will receive 2 credits upon successful completion of a physics course (starting with 290 is recommended).

PSYCHOLOGY

Students having obtained a 5 in AP Psychology may receive placement, but no credit.

SPANISH LITERATURE AND LANGUAGE

Students having obtained a 4 or 5 in AP Spanish Literature or Language will receive 1 credit upon completion of a 200-level Spanish course with a minimum grade of a B- in the course. Placement determined based on placement exam. Students may choose to begin with 140 with the consent of the department and still receive AP credit upon completion of a 200-level course.

Africana Studies

Faculty

Tracy D. Sharpley-Whiting, *Chair*
A. Todd Franklin *(Philosophy)*
Shelley P. Haley *(Classics)*
Joseph E. Mwantuali *(French)*
Stephen W. Orvis *(Government)*
Michael E. Woods *(Music)* (S)

The Africana Studies Program offers interdisciplinary study of the literature, music, visual arts, history, culture and politics of people of the African diaspora. It focuses on four geographic areas: Africa, the Caribbean, Latin America and the United States. The program aims to develop students' critical and analytical skills and to promote scholarship within the Africana field of study.

A concentration in Africana Studies consists of nine courses: Africana Studies 101, 271, 310, 381, 495, 550 and three approved electives. At least two electives must be above the 200-level. Concentrators are encouraged to have a basic working knowledge of an appropriate language other than English. The program will accept study abroad and/or coursework in overseas programs toward the concentration with the approval of the program chair. Before electing a concentration in the Africana Studies Program, students must meet with the chair to design a program of study, planning in advance so that they will be able to complete prerequisites for courses counting toward the concentration. Students must submit a concentration proposal to the Africana Studies Program Committee (which consists of the chair and at least one other faculty member), explaining the relations between the areas to be studied.

The Senior Program in Africana Studies (550) is an interdisciplinary project culminating in a thesis, performance or exhibition. The project, which must be approved by the committee, is to be supervised by two faculty members, one of whom must be a member of the Africana Studies Program. Students who have an average of 88 or higher in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the program chair.

A minor in Africana Studies must include 101, 271, 310, 381 and 495.

Sophomore Seminar 215, "Race Matters," may be one of the electives for the concentration.

The following courses may be used by concentrators and minors to fulfill their core and elective requirements. Certain variable topics elective courses from other disciplines not listed may be substituted with permission of the chair of Africana studies. Please consult the appropriate departments and programs for full descriptions of courses, requirements and prerequisites.

101F Introduction to Africana Studies. Examination of the nature, methods and development of black/Africana studies. A comparative and interdisciplinary introduction to the study of African and diaspora cultures and history. Emphasis will be on an exploration of some of the key texts and issues. Sharpley-Whiting.

271F Black Film Aesthetics and Representation. Explores the history of representation of blackness in various American and European cinematic traditions, as well as the development of the black film aesthetic as an oppositional, complicated and frequently complicitous gaze in such re-representations. Sharpley-Whiting.

310F Black Women's Experience in the United States. Examination of the experiences of black women in the United States from 1800-2001. Emphasis placed on the intellectual history of black women. Topics include: the legacy of slavery, the role and influence of religion and the black church, the history of black women's education, the development of black feminism, the roles of and attitudes toward black lesbian and bisexual women, the role and impact of black women in popular culture and music. Haley.

381F Variable Topics: Black Masculinity. Sociological, historical and mass media myths, stereotypes and realities will be explored. Public policy initiatives on manhood, fatherhood, the black family and work will also be examined. (Writing-intensive.) Prerequisite, Africana Studies 101 or consent of instructor. Sharpley-Whiting.

495F Variable Topics Africana Studies Seminar: Diasporic Women Writers. Examination of writings by women of color primarily from the Caribbean and the United States. The novel of awakening (bildungsroman), themes of exile, home and alienation, crises of identity, among others issues to be explored. Open to juniors and seniors only. Concentrators and minors given priority. Maximum enrollment, 12. Sharpley-Whiting.

550F,S Senior Program. An interdisciplinary project to be approved by the committee. Limited to senior concentrators. The Program.

Anthropology
360 U.S. Discourses I: Race, Ethnicity and Class

Classics
374 Ancient Egypt

Dance
102 Introduction to Dance Theory, Technique and Culture

English
255 Introduction to African-American Literature
376 Studies in Africana Literature and Aesthetics
378 Studies in Contemporary African Literature

French
237 Francophone Literature in Translation: The African Novel
253 Cultures of the Francophone World
280 The Cultural Politics of the French-Speaking World.

Geology
103 Principles of Geology: The Geology and Development of Modern Africa

Government
218 Politics of Africa
335 The Criminal Justice System
340 Race and American Democracy

History
102 Atlantic World in the Era of the Slave Trade
104 Europe and its Empires, 1500-2000
107 In Red, White and Black: Iberian Colonization of the Americas
139 Antislavery and Emancipation in the Atlantic World
203 African-American History to 1865
204 African-American History from 1865 to the Present
242 The Old South
257 Race, Ethnicity and Immigration in the Atlantic World
278 South Africa, 1652-1998
350 Slavery and the Civil War
362 Reconstruction to Jim Crow: The South from 1856 to 1910

Music
154 Music of the World's Peoples
160 History of Jazz
259 Studies in Jazz
262 African-American Popular Music

Philosophy
222 Race, Gender and Culture

Religious Studies
309 Religion and Race in America

Sociology
260 Racial and Ethnic Groups: The Sociology of Race and Ethnicity in America
381 Global Racisms: Seminar on the Understandings and Enactments of Race around the World
440 Seminar: Race, Class, Gender and Work: Patterns and Processes in the U.S. Labor Market
470 Seminar: The Social Construction of Race

Spanish
213 Introduction to U.S. Latino/a Literatures

Theatre
238 African-American Theatre

Women's Studies
270 Women and International Development: Power, Politics, Agency
402 Seminar on Global Feminisms
405 Seminar: Black Feminist Thought

American Studies

Faculty
Maurice Isserman, *Chair (History)*
Thomas Bass
Catherine G. Kodat *(English)*

The American Studies Program offers students an opportunity to study American civilization from a variety of perspectives and through the methodologies of different intellectual disciplines. Specialized studies in all fields of learning dealing with the United States are included in the program, and the impact of these studies is reflected in the work of the American studies introductory course (201), the Seminar in American Studies (380) and the Senior Project (550).

Students work closely with faculty members in developing an individualized plan of study that brings at least two disciplinary perspectives to bear on a major topic in American culture. The concentration consists of 11 courses comprising a program approved by the American Studies Committee. It includes 201, taken in the sophomore or junior year, followed by 380, which concentrators may take during their junior or senior year. All concentrators must also complete 550, the Senior Project, an interdisciplinary exploration of a major theme in American civilization.

Students who have earned a B+ (88) average in the concentration may receive honors in American studies through distinguished work on the Senior Project.

The American Studies Committee strongly urges concentrators to choose options from the courses listed below. For complete information about each, including prerequisites, enrollment limits and when a course is offered, consult the full descriptions under the appropriate departments and programs.

201S Introduction to American Studies. An interdisciplinary approach to the study of civilization in the United States. Emphasis on recurring historical themes in our national culture such as the frontier, the self-made man, immigration and war. (Writing-intensive.) Prerequisite, one 100-level history course or English 150. (Same as History 201.) Maximum enrollment, 20. Isserman.

380F Seminar in American Studies. Topic for 2002-03: The Vietnam War and Its Cultural Legacy. Study of literature and films on the Vietnam War from the beginning of American involvement to the present. Works examined include books by Graham Greene, Tim O'Brien, Bao Ninh, Robert Olen Butler and Michael Herr plus a variety of films including *Apocalypse Now* and *The Quiet American*. Prerequisite, 201 or consent of instructor. (Same as History 380.) Maximum enrollment, 12. Bass.

550S Senior Project Seminar. A course limited to senior concentrators, in which students will complete an original interdisciplinary thesis in American studies under the supervision of the instructor. Isserman.

American Literature

required courses:
English
256 Nineteenth-Century American Literature
266 Twentieth-Century American Literature

Plus one course from such other options as:

English
255 Introduction to African-American Literature
267 Literature and the Environment
375 Contemporary American Fiction
474 Seminar: Contemporary African-American Literature

American History

choose one from:

History

241 American Colonial History
51 Nineteenth-Century America
253 The Age of Reform: The United States, 1890-1940
254 Recent American History: The United States, 1941 to the Present

plus one course from such other options as:

History

203 African-American History to 1865
204 African-American History from 1865 to the Present
242 The Old South
277 Conservative Thought in the United States
341 Studies in American Colonial History
343 Seminar: Revolutionary America
350 Slavery and the Civil War
352 Women and the American Social Reform Tradition
353 Seminar on the Sixties
359 Studies in American Progressivism
378 Topics in American Biography

In addition, the following courses are recommended for concentrators:

Anthropology

113 Cultural Anthropology
114 Fieldwork and Ethnography
360 U.S. Discourses I: Race, Ethnicity and Class
361 U.S. Discourses II: Science, Technology and Gender

Art

259 Defining American Art
359 American Architecture Before the Civil War

Economics

365 Economic Analysis of American History

Government

116 The American Political Process
227 State and Local Politics
241 Survey of Constitutional Law
270 Democratic Theory
290 U.S. Foreign Policy
291 International Political Economy
334 Congress and the Presidency
335 The Criminal Justice System
338 American Public Administration
340 Race and American Democracy
376 American Political Thought

Philosophy

111 Contemporary Moral Issues

Religious Studies

281 The American Jewish Experience

Sociology

110 American Society
204 Social Class in American Society

Spanish

379 The Latino/a Experience

Anthropology

Faculty

Bonnie Urciuoli, *Chair*
Charlotte Beck
Ann Frechette
George T. Jones
Douglas A. Raybeck
Henry J. Rutz

The department offers two tracks within the concentration of anthropology: cultural anthropology and archaeology. A student must choose one of these two tracks.

Cultural Anthropology

A track in cultural anthropology consists of a minimum of 10 courses: 106 or 107, 113 or 114, 125 or 201, 358 and 440, and five other courses, one of which must focus on a culture area. Prospective concentrators are encouraged to take 358 as early as possible because it must be completed by the end of the junior year. All concentrators, especially those planning graduate studies, are advised to take a course in statistics. Concentrators must fulfill their Senior Project requirement through satisfactory completion of the Senior Seminar (440), which emphasizes the critical evaluation of scholarship as well as primary data culminating in a research paper.

Concentrators with a departmental average of 88 or higher at the close of their senior fall semester and a B+ or better in the Senior Seminar may pursue honors through 560, an individual project under the direct supervision of a member of the department. To receive honors, a grade of A- or higher must be earned on the resulting thesis.

Archaeology

A track in archaeology consists of a minimum of 10 courses: 106, 113, 114, or 125, 325, 358 and 441, and five other courses, one of which must be 234, 243 or 245. Additionally, students are strongly encouraged to take the field course (280), as well as a statistics course and courses in geology, biology or chemistry. Prospective concentrators are encouraged to take 325 and 358 as early as possible because both must be completed by the end of the junior year. Concentrators must fulfill their senior project requirements through satisfactory completion of the Senior Seminar (441), which emphasizes the critical evaluation of scholarship as well as primary data culminating in a research paper.

Concentrators with a departmental average of 88 or higher at the close of their senior fall semester and a B+ or better in the Senior Seminar may pursue honors through 560, an individual project under the direct supervision of a member of the department. To receive honors, a grade of A- or higher must be earned on the resulting thesis.

Minor in Anthropology

A minor in anthropology consists of five courses, one of which must be at the 100 level and one of which must be at the 300 level. A student may elect to take one each from 106 and 113 or 114 as two of their five courses.

Note to Juniors and Seniors. The following Anthropology Department courses have no prerequisite: 201, 225, 230, 248 and 256. In addition, prerequisites may be waived with consent of instructor for 238, 241, 243, 254, 258, 270, 272, 301, 309, 315, 330, 333, 360 and 361.

106F,S Principles of Archaeology. An introduction to the fundamentals of archaeology, with emphasis on evolutionary principles. Topics include a review of archaeological field methods, such as sampling, survey and excavation, and analytic methods, such as dating, typology and formation processes. Three hours of class and one hour of laboratory. Maximum enrollment, 24. Beck and Jones.

113F Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior and belief systems. Anthropological methods of analysis of nonliterate, peasant and complex contemporary societies. Not open to seniors or to students who have taken 114. Raybeck.

114S Fieldwork and Ethnography. Cultural dynamics on global, national and local scales. Topics include the fieldwork tradition and ethnography (cultural encounters and problems of cultural translation), basic cultural practices (classifications, symbols and functions), cultural systems (kinship, ethnicity, class, caste, race and gender) and cultural dynamics (problems in the political economy of culture, including apartheid, genocide and hegemony). (Proseminar.) Not open to students who have taken 113 or 130. Maximum enrollment, 16. Rutz.

125S Language and Culture. The relationship of language to social structure and cultural life. Topics include basic linguistic principles (the structure of sounds, words and grammar), analyses of language and meaning, the ethnography of communication and linguistic aspects of social inequality. Not open to seniors. Urciuoli.

[201S] Linguistic Theory: A Brief History. A general examination of the nature of language. Topics include the nature of sound, grammar, semantics and syntax; history of ideas about language; philosophical and cognitive aspects of language; structural and generative approaches to the analysis of language. (Next offered 2004-05.)

224F Peoples of Island Southeast Asia. A study of peoples and cultures of island Southeast Asia, with an emphasis on syncretic traditions in Malaysia and Indonesia. Prerequisite, 113 or 114, or consent of instructor. Raybeck.

225S Phonetics and Phonology: The Analysis of Sound. How the sounds of language are produced. The structure of sound systems in a variety of languages (including non-European). Organization of field projects: data collection, transcription analysis. Urciuoli.

226S Political Organizations. Analyzes the organization of power and politics in increasing degrees of organizational complexity, from bands, lineages, tribes and temples, to chiefdoms, kingdoms, states and transnational organizations. Topics include power, authority, leadership, hierarchy, reciprocity, redistribution and violence. (Writing-intensive.) Prerequisite, 106, 107, 113 or 114. Maximum enrollment, 20. Frechette.

[230S] Chinese Gender, Kinship and the Family. Introduction to the cultural construction of gender, kinship and the family in contemporary and historical China. Emphasis on marriage practices, lineage structure, life cycle rituals, the effects of socialist collectivization and economic liberalization. (Next offered 2003-04.)

238F Power, Politics and Protest. Examines how organized groups engage in political protest against those who dominate them. Topics include peasant organizations, labor unions, millenarian movements, possession cults and terrorist organizations. Questions include: What is power? How is it used to dominate others? How do others protest and resist? What roles do time, language, violence, religion and the spirit world play in how power is enacted and resisted? (Writing-intensive.) Prerequisite, 113, 114 or consent of instructor. Maximum enrollment, 20. Frechette.

[241S] Native North Americans. Ethnohistorical treatment of Native North American cultures from European contact to the present. Emphasis on cultures at time of contact and on relationships between native populations and Europeans, including discussion of current problems. Prerequisite, 113, 114 or 125, or consent of instructor. (Next offered 2004-05.)

243S North American Prehistory. The history of Native American cultural development north of the Rio Grande prior to European contact. Topics include the timing and effects of human entry into North America, ice-age adaptations, plant and animal domestication, agriculture and beginnings of complex societies. Prerequisite, 106 or consent of instructor. Beck.

245S Human Ancestors. A review of the biological and cultural evolution of humans. Topics include human uniqueness, race and biological diversity, the earliest humans in Africa, radiations of fossil and modern humans. Includes laboratory in human osteology. Prerequisite, 106, or Biology 110 or 210, or Geology 103 or 105. Maximum enrollment, 24. Jones.

248S The Peoples of China. Examination of diversity in the peoples and cultures of modern China. Emphasis on national integration, minority relations and differential effects of economic, social and educational policies. Frechette.

[254F] Gender Roles in Comparative Perspective. An examination of gender roles from the cross-cultural perspective of anthropology. Comparison of the physiological and psychological evidence for gender differences with the social classifications of gender differences. Socialization, family roles and the allocation of power within gender roles. Prerequisite, 113 or 114, or consent of instructor. (Next offered 2003-04.)

256F The Anthropology of Tibet and the Buddhist Himalaya. Introduction to the anthropology of Tibetan peoples. Topics include marriage, kinship and the family; agricultural versus pastoral economies; Buddhist monastic organization; the government of the Dalai Lamas; relations with China; and Tibet in the Western imagination. Frechette.

258S Nonverbal Communication and Social Interaction. Description and analysis of subtle social structuring underlying social interaction. The relevance of kinesics and proxemics for the study of covert aspects of social behavior. Development of students' observational skills in laboratory and occasional field trips. Prerequisite, 113, 114, 125 or Psychology 101, or consent of instructor. (Same as Rhetoric and Communication 258.) Maximum enrollment, 30. Raybeck.

270F The Ethnography of Communication. Theory and analysis of communication and meaning in social and cultural context. Focus for 2002-03: Standard and non-standard language: how people develop a sense of language as good/bad and right/wrong. (Writing-intensive.) Prerequisite, 113 or 114 or 125, or Rhetoric and Communication 101, or consent of instructor. Maximum enrollment, 20. Urciuoli.

[272S] Culture and Consumption. Emphasis on the commercialization and commodification of American middle-class culture through media marketing, advertising and promotion. Some attention given to globalization and comparative study of the new global middle class. Prerequisite, 113 or 114 or 125, or consent of instructor. (Next offered 2004-05.)

[280Su] Archaeological Field Course. A six-week introduction to archaeological field methods. Excavation, survey and mapping of prehistoric hunter-gatherer sites in basin and upland habitats of the central Nevada desert. Prerequisite, 106, with preference to students who have also taken Archaeology 243. Extra cost. Two-credit course, of which one may be counted toward the concentration. (Next offered in summer 2004-05.) Maximum enrollment, 15.

[301F] Culture and Time. Representations of time in cultural and historical perspective. The meaning of time in cultural analysis and social theory. Politics of time. (Writing-intensive.) Prerequisite, 113 or 114, and junior or senior standing, or consent of instructor. (Next offered 2003-04.) Maximum enrollment, 20.

309S Colonial Legacy and National Cultures in the Pacific Islands. The making of national cultures in Polynesia, Melanesia and Micronesia. Topics include first encounters between Europeans and indigenous peoples, the European imagination, colonial agents and the invention of tradition, authentic and inauthentic culture, the problem of democracy, politics of culture, island xenophobia. (Writing-intensive.) Prerequisite, 113 or 114 or 125, or consent of instructor. Maximum enrollment, 20. Rutz.

315S Writing Culture. History and analysis of ethnographic writing with particular attention to the politics of description. (Writing-intensive.) Prerequisite, 113 or 114 or 125, or consent of instructor. Maximum enrollment, 20. Urciuoli.

325F Analytic Methods in Archaeology. A survey of analytic techniques central to archaeological and paleoecological interpretation. Laboratory performance of artifact analysis and classification, computer-aided data management and statistical analysis. (Writing-intensive.) Prerequisite, 106. Three hours of class and three hours of laboratory. Maximum enrollment, 8. Beck and Jones.

[330S] Anthropology of Deviance. An examination of deviance in cross-cultural perspective. Formal and informal sanctions in state and non-state societies. Comparative theoretical approaches to deviance, including functionalist, conflict, control and labeling theories. Prerequisite, 113, 114 or consent of instructor. (Next offered 2003-04.)

[333F] Psychological Anthropology. A survey of psychological problems in a cross-cultural context. The role of psychological processes in the formation, maintenance and change of social and cultural systems. The relationship between personality and culture, the varying ways in which culture and language influence social and environmental perceptions, and the nature-nurture argument. Prerequisite, 113, 114 and a psychology course and junior or senior standing, or consent of instructor. (Next offered 2003-04.)

334S Method and Theory in Archaeology. An examination of modern methodological and theoretical approaches and problems in American archaeology. Sampling, research design and typology; reconstruction of social organization; history of the discipline. Prerequisite, 106. Maximum enrollment, 12. Beck.

[344S] Cultural Dynamics. Seminar with a simulation project in which teams of students construct cultures at varying levels of sociocultural integration and manipulate the interactions between them. Heavy emphasis on group research and problem solving. Prerequisite, 113 or 114 and junior or senior standing, or consent of instructor; 358 highly recommended. Maximum enrollment, 20.

[345S] Foundations in Economic Anthropology. Introduces theories and frameworks to analyze all aspects of material life across cultures. Topics include production and reproduction, reciprocity and redistribution, money and markets, commoditization and consumption. Prerequisite, 113 or 114. (Next offered 2003-04.)

358F History of Anthropological Ideas. A consideration of major paradigms in anthropology from the 19th century to the present. The influence of various theoretical perspectives on ethnographic and archaeological description and analysis. Prerequisite, 106, 113, 114 or 125. Maximum enrollment, 20. Jones and Rutz.

360F U.S. Discourses I: Race, Ethnicity and Class. An analysis of legal, scientific, commemorative and media public discourses that connect ideas about U.S. identity and citizenship with race, ethnicity and class. Prerequisite, 113, 114 or 125, or consent of instructor. Urciuoli.

[361S] U.S. Discourses II: Science, Technology and Gender. An analysis of public representations of technology and science as these relate ideas about gender to ideas about being American. Prerequisite, 113, 114 or 125, or consent of instructor. (Next offered 2004-05.)

395S Hamilton in New York City: Media in the Digital Age. Exploration of media and their transformations in the digital age. Survey of new technologies and their effects on print, film, broadcast, Web and other media. Topics include recent developments in communications technology, entertainment, news, intellectual property, censorship, surveillance, thinking machines and gender differences. Credit for anthropology concentration. Bass.

396S Hamilton in New York City: Independent Project on Media in the Digital Age. A paper that integrates classroom learning in the topics and issues course with learning in the internship. Prospectus and early drafts reviewed by the director in individual tutorials. Credit for anthropology concentration. Bass.

440F Senior Seminar in Cultural Anthropology. The research process as it relates to the fulfillment of the senior project, including the formulation of a research problem, frames for research, research design, collection of data and cultural analysis. Maximum enrollment, 12. Rutz.

441F Senior Seminar in Archaeology. Critical evaluation of selected topics in archaeology. Primary research, culminating in a paper for fulfillment of the senior project. Jones.

450S Senior Project in Cultural Anthropology. For students continuing their senior projects in cultural anthropology for a second semester but who are not pursuing honors. Continuation of participation in 440. The Department.

451S Senior Project in Archaeology. For students continuing their senior projects in archaeology for a second semester but who are not pursuing honors. Continuation of participation in 441. The Department.

560S Honors Thesis. A thesis supervised by at least one member of the department. Continuation of participation in 440 or 441. The Department.

Art

Faculty
Steve J. Goldberg, *Chair*
Rand Carter
L. Ella Gant
John C. McEnroe
Robert B. Muirhead III
Juan Ormaza
Robert C. Palusky
Deborah F. Pokinski
William Salzillo

Special Appointments
Milton Bloch
Sylvia de Swaan

The Art Department offers concentrations in both the history of art and studio art. Because 100-level courses are introductory, students should elect to take such courses by the end of the sophomore year. Students considering a concentration in studio art should speak with the chair or a member of the studio art faculty as soon as possible in their first year.

History of Art

A concentration in the history of art consists of 104 (Introduction to Drawing) and nine additional courses including 248, 254 or 258; 282; 285; 292 or 293; one 300-level course; three electives (one of which may be a second studio art course); and a seminar taken during either semester of the senior year. The Senior Project in the history of art includes an extensive research paper prepared in connection with the senior-year seminar and its oral presentation before the department. A complete description of the Senior Project is available in List 111.

Honors in the history of art will be awarded on the basis of a cumulative average of 88 or above in coursework toward the concentration and distinguished achievement on the Senior Project. Students planning to apply for graduate studies in the history of art are advised to acquire or consolidate a fluency in at least one modern foreign and one ancient language.

A minor in the history of art consists of 104 and four additional courses in the history of art, including at least one pre-modern or Asian course.

Studio Art

A concentration in studio art consists of 104; two courses in the history of art, one of which must be pre-1900 or non-European; and seven additional studio art courses, including one in each of the following areas:

1) Painting and Printmaking
2) Ceramics and Sculpture
3) Photography and Video

and a minimum of one 300-level (workshop) course, and the two-semester Senior Project (501-502). Students should complete a 300-level course in the same area as their Senior Project before the end of the junior year.

Honors in studio art will be awarded on the basis of a cumulative average of 88 or above in coursework toward the concentration and distinguished performance in the Senior Project. A complete description of the Senior Project is available in List 111.

Students interested in studying abroad should consult with a member of the department as soon as possible. Concentrators will need to consider the most appropriate means of integrating study abroad with preparation for their Senior Project.

A minor in studio art consists of 104; 151, 152 or 154; and three additional studio art courses.

Students interested in preparing for a professional school of architecture should consult with Professor Carter as early as possible.

History of Art

150F Architecture in History. A critical examination of the development of the designed and built environment from the Paleolithic Period to the Industrial Revolution, with consideration given to urban, social and landscape issues. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20. Carter.

[151F] Architecture and the Environment. A critical and historical introduction to the study of human intervention in the environment, considering such issues as the alleviation of biological and psychological stress through architectural design, social purpose and formal significance. Individual buildings examined in relation to their urban and natural contexts. (Proseminar.) (Offered in alternate years.) Maximum enrollment, 16.

152F,S Art and Visual Culture. An introduction to the roles that art plays in shaping society from ancient times to the present. Discussion and writing assignments focusing on topics such as stereotypes, gender roles, propaganda, censorship, popular culture, patronage, museums and the art market. (Writing-intensive.) (Proseminar.) Open to first- and second-year students only. Maximum enrollment, 16. McEnroe (Fall); Pokinski (Spring).

154F,S Arts and Cultures of Asia. An introduction to the traditional arts of India, China and Japan. Discussion focusing on the cultural and aesthetic values, religio-philosophical beliefs and historical conditions informing the practice of art and its reception within these cultures. Seniors by permission of instructor. Goldberg.

[190F] Language of Film. Introductory survey of the development of the grammar of film. Screenings, lectures and readings exploring history, theory and aesthetic principles of film. Students' papers based on screenings. Four hours of class.

235S Outrageous Acts: Avant-Garde Theatre and Performance Art. For full description, see Theatre 235.

248S Paths to Enlightenment: The Arts of Buddhism. An examination of the religious doctrines and arts of Buddhism, from their rise and development in India and Sri Lanka to their transmission and transformations across Asia. Particular attention will be given to the continuities and discontinuities within this religious tradition of artistic practice as it adapts to and evolves within different cultures and their indigenous belief systems and artistic traditions. (Writing-intensive.) Maximum enrollment, 20. Goldberg.

250F Issues of Gender in Western Art. Topics addressing the role of gender in the production and content of art in the western tradition. Special attention to the challenges facing women artists, the role of images in constructing and reinforcing gender stereotypes, recent emphasis on the body as an expressive force and the impact of feminist and gender-based scholarship. (Writing-intensive.) Prerequisite, one art history course or consent of instructor. (Same as Women's Studies 250.) (Offered in alternate years.) Maximum enrollment, 20. Pokinski.

254S Courtier, Samurai, Priest and Chonin: The Arts of Japan. A historical examination of the social and aesthetic values and sensibilities expressed in the indigenous arts associated with the court aristocracy, samurai warrior, Zen priest and chonin or townsman. Japanese material culture, including painting, calligraphy, sculpture, architecture, gardens, kimono, ceramics and the tea ceremony. Prerequisite, 154 or consent of instructor. Goldberg.

[258F] Political Power and Cultural Authority: The Arts of China. A historical examination of the ethico-aesthetic, religio-philosophical and socio-political values expressed in the indigenous arts associated with the imperial court, the scholar's studio, the marketplace and the subtle art of dissent. Chinese material culture, including painting, calligraphy, sculpture, ceramics, jade, ritual bronzes, architecture and silk robes. Prerequisite, 154 or consent of instructor.

[259F] Defining American Art. The role of art and its development in the United States between 1800 and 1950. Topics include the effects of the colonial experience, the search for a national identity, expressions of race, class and gender, the sense of inferiority in relation to European art, popular and vernacular art forms, and debates over public support of the arts. Prerequisite, one course in art history or American history. (Offered in alternate years.)

261S Classical Art: Inventing the Past. An examination of Mediterranean art from the Bronze Age through the Roman Empire. Special emphasis on the archaeological discovery and reshaping of ancient art by later scholars and the concept of the "classical." (Writing-intensive.) Prerequisite, one course in Art History or Classics. (Same as Classical Studies 261.) Maximum enrollment, 20. McEnroe.

266S Art of the Islamic World. The Near and Middle Eastern origins, the classical inheritance, and the eastern and western diffusion of Islamic civilization. Carter.

[270S] Visual Culture in the Middle Ages. Visual culture before the "Era of Art." Topics include the role of images in shaping social order, the holy image and veneration, images and the written word, and how attitudes toward medieval images have changed over time. (Writing-intensive.) Prerequisite, one course in art history or medieval studies. Maximum enrollment, 20.

282S The Renaissance: Reframing the Golden Age. An examination and reevaluation of Renaissance art. Topics include the relations between art and craft, the social functions of art, gender and ethnic stereotypes. McEnroe.

285F Seventeenth-Century Art. The internationalization of Italian Renaissance classicism in the Age of Expansion, beginning with its origins in Rome and continuing with its development in the new artistic capitals of southern, western and northern Europe. Emphasis on major figures such as Caravaggio, Rubens, Bernini, Velasquez, Poussin, Vermeer and Jones. Carter.

[286S] Art in the Age of the Enlightenment. The 18th century in Europe and its overseas dominions seen as a watershed between a rational and an empirical attitude to nature and reality. The shift from christian humanism to modern sensationalism. The rococo, sentimental and picturesque/sublime traditions and their assimilation into neoclassicism. (Offered in alternate years.)

[292S] Modern Architecture: 1750 to the Present. The origins of an essentially modern attitude toward architecture during the late 18th century and its development in the 19th and 20th centuries. Prerequisite, 150 or 151 or permission of the instructor. (Offered in alternate years.)

293F Modernism and Postmodernism. Developments in European and American high art from the beginnings of Modernism through the emergence of Postmodernism at the end of the 20th century. Topics include the effects of shifting social and gender roles on subject matter and audience, the hegemony of formalist aesthetics and avant-gardism, the relationship between art and popular culture, and the role of art institutions. Pokinski.

330F Art Historians and Art History. Changing interpretations of art from the Renaissance to the present: biography, connoisseurship, formalism, iconology, feminist and postmodern theory. (Writing-intensive.) Prerequisite, one 200-level course in art history. Maximum enrollment, 20. McEnroe.

333S Philosophy of Art and Aesthetic Experience. For full description, see Philosophy 333.

[359] American Architecture Before the Civil War. A brief outline of architecture, planning and design in the Americas before Columbus, followed by a fuller discussion of the period of European colonization and the era of political independence. Prerequisite, 150, 151 or permission of instructor. Field trips to accessible sites.

[390S] Seminar: History of Design and the Decorative Arts. Study of style and social function in the arts of design, with special emphasis on furniture and interior design. Student presentations may include such media as ceramics, glass, metalware and textiles. Prerequisite, 285 or consent of instructor. Visits to public and private collections. (Offered in alternate years.) Maximum enrollment, 12.

[401F] Seminar in East Asian Art. Selected topics in Chinese and Japanese art. (Writing-intensive.) Prerequisite, one course in Asian art history or consent of instructor. Maximum enrollment, 12.

[402F] Seminar in Ancient Art. Selected topics in Near Eastern, Greek and Roman art. (Writing-intensive.) Prerequisite, 261. (Same as Classical Studies 402.) Maximum enrollment, 12.

[403F] Seminar in Renaissance Art. Topics in Renaissance art and historiography. (Writing-intensive.) Prerequisite, 282. Maximum enrollment, 12.

406S Seminar in Modern Art. Topics in modern art and historiography. Prerequisite, 293. Maximum enrollment, 12. Pokinski.

491S Seminar in Neo-Classicism. Art around 1800 seen as a watershed between renaissance humanism and modernism. Topics include the reinvesting of old forms with new meanings, the reevaluation of myth and symbol, the aesthetic dilemma of industrialization, and archaeology and the romanticization of the past and future. (Writing-intensive.) Prerequisite, 285. (Offered in alternate years.) Maximum enrollment, 12. Carter.

[492S] Seminar in Architectural Theory. A discussion of the theory and practice of such influential figures as A.W.N Pugin, John Ruskin, William Morris, Frank Lloyd Wright, Bruno Taut, Le Corbusier and Ludwig Mies van der Rohe, followed by a critical examination of the post-modern reaction and the work of such contemporary architects as Leon Krier, Robert Venturi and Michael Graves. (Writing-intensive.) Prerequisite, 150, 151 or consent of instructor. Group discussion and student presentations. Maximum enrollment, 12.

Studio Art

104F,S Introduction to Drawing. Study of the basic elements of drawing, including line, texture, mass and composition. Students work from the model during class time, do outside assignments and participate in group criticism. Maximum enrollment, 25. The Department.

105F Design. Introduction to the visual language in two and three dimensions. A series of projects exploring basic formal and expressive elements, color, composition, space and time relationships, and structural stress. Maximum enrollment, 25. Muirhead.

106F,S Introduction to Ceramics. Introduction to three-dimensional design concepts related to ceramics. Emphasis on a series of projects, followed by group criticism and technical aspects of ceramics. (Proseminar.) Maximum enrollment, 18. Palusky.

109F Introduction to Sculpture. Basic methods in dealing with problems of form, technique and concept. Explores sculptural possibilities of traditional and non-traditional materials and techniques. Group critiques. Maximum enrollment, 10. Ormaza.

113F,S Introduction to Photography. Fundamentals of 35mm camera use, black-and-white film process, print enlargement and development. Emphasis on development and control of technical skills combined with exploration of standards within the field of photography. Group critiques, journal. Not open to seniors. Must have a 35mm camera with manual settings. Maximum enrollment, 15. Gant (Fall); de Swaan (Spring).

160F Figure Drawing. Application of basic drawing principles to the representation of the human figure, with emphasis on anatomy and proportion. Examination of related

topics such as the figure in the environment and portraiture. Maximum enrollment, 20. The Department.

203F,S Painting I. Introduction to the study of the methods and techniques of oil painting, with emphasis on still-life, figures and landscape. Maximum enrollment, 15. Muirhead (Fall); Salzillo (Spring).

208F,S Pottery. Concentration on the technical and aesthetic concerns of functional and sculptural aspects of pottery. Emphasis on porcelain and stoneware, use of the potter's wheel and high-fired glaze technology. Maximum enrollment, 8. Palusky.

213S Introduction to Video. Fundamentals of camera work and digital editing for videography. Introduction to critical, theoretical and historical contexts of the medium. Emphasis on traditional and non-traditional uses for and assumptions about video. Group critiques. Not open to seniors. Maximum enrollment, 12. Gant.

219F Experimental Sculpture. A thematic, advanced sculpture class focusing on altering found objects and spaces, incorporating a variety of materials, techniques and issues. May be repeated for credit at increasingly advanced levels. Maximum enrollment, 10. Ormaza.

233F Basics of Printmaking. Introduction to the basic principles and techniques of printmaking as traditionally employed in intaglio and stone lithography. Includes brief discussions of the history of printmaking, printing editions, matting, paper conservation and safety. Maximum enrollment, 12. Muirhead.

235S Intaglio Printmaking. Study in the process of intaglio printmaking, including etching, engraving, dry point, and hard and soft ground techniques. Students expected to participate in group criticism. May be repeated for credit at increasingly advanced levels. Prerequisite, 104. Maximum enrollment, 12. Muirhead.

302F Photography Workshop. Continued investigation and development of black-and-white technical processes combined with introduction to basics of Adobe Photoshop. Study and exploration of personal vision through photographic means and the use of this vision to pursue broader-based aesthetic, social, cultural and political context for photography. Group critiques. May be repeated for credit at increasingly advanced levels. Prerequisite, 113. Maximum enrollment, 12. Gant.

304S Advanced Painting. Further exploration of concepts and techniques presented in Painting I with emphasis on landscape and interiors as subject matter. Reinforcement of oil painting skills and introduction to egg tempera and acrylic. Prerequisite, 203. Maximum enrollment, 12. The Department.

308S Sculpture Workshop. Advanced study of traditional and non-traditional sculpture materials and techniques. Emphasis on sculpture as a vehicle for communication and significance. Journals, research, field trips, lectures and group critiques. May be repeated for credit at increasingly advanced levels. Prerequisite, 109 or 219. Maximum enrollment, 10. Reichlin.

311S Ceramics Workshop. Emphasis on personal concepts employing sophisticated ceramic building and color techniques. Also included, an introduction to warm glass techniques (fusing, carving, slumping and sandblasting). Prerequisite, 106. Maximum enrollment, 12. Palusky.

313S Video Workshop. Special topics, such as video history, activism, censorship and installation work. Emphasis on exploration of personal vision combined with awareness of aesthetic, social, cultural and political history as they relate to videography. May be repeated for credit at increasingly advanced levels. Prerequisite, 213. Maximum enrollment, 10. Gant.

315S Drawing/Painting Workshop. Advanced problems in drawing and painting. Concepts and material studies related to trompe l'oeil, photographic, nonrepresentational,

collage and serial formats. Emphasis on creative interpretation. Prerequisite, 203 or consent of instructor. Maximum enrollment, 12. Salzillo.

377S Electronic Arts Workshop. Emphasis on collaborative work among computer musicians, digital photographers and videographers in the creation of visual/musical works. Other projects will include transmedia installations or performance art pieces. Prerequisite, 302 with consent of instructors, 313 or Music 277. (Same as Music 377.) (Offered in alternate years.) Maximum enrollment, 14. Gant and S. Pellman.

501F-502S Senior Project. A required two-term course during which the studio art concentrator will prepare an exhibition of his or her work. The Department.

Asian Studies

Faculty

Thomas A. Wilson, *Program Chair (History)*
Ann Frechette *(Anthropology)*
Steve I. Goldberg *(Art History)*
Hong Gang Jin *(Chinese)* (F,S)
Craig T. Latrell *(Theatre)*
Cheng Li *(Government)* (F,S)
Melek S. Ortabasi *(Comparative Literature)*
Lisa N. Trivedi *(History)*
Jay G. Williams *(Religious Studies)* (S)
De Bao Xu *(Chinese)* (F)

The Asian Studies Program offers a multidisciplinary approach to the study of the cultures, languages and societies of Asia, including those of China, India, Japan and Indonesia. Concentrators take courses in a variety of disciplines and work with faculty members in different departments.

A concentration in Asian studies consists of nine courses distributed among at least three departments. These courses should be selected according to the five requirements listed below. Honors in Asian studies will be awarded to concentrators with at least an 88 average in the concentration who complete 550 with a grade of A- or better.

A minor in Asian studies consists of five courses, including 180; one national survey (see #3A or #3B below); and three electives listed under #4 below, at least one of which is a 300-level course or above. Courses must be selected from two disciplines.

1. **180F Exploring Culture in the Great Cities of Asia.** An interdisciplinary exploration of cultural life in Asia through the study of the great cities of China, India, Japan and Southeast Asia from early times to the 19th century. The course examines the history and geography of greater Asia, its diverse peoples and their philosophical and literary traditions; their religious and commercial practices; and their art (Same as History 180).

2. **Foreign Language**
   Chinese 140 or Japanese 140 or the equivalent of a fourth semester course in an Asian language not offered at Hamilton in an overseas program or summer intensive language program to be decided in consultation with the program chair.

   Asian Studies concentrators are strongly encouraged to continue their study of Asia in programs abroad. For information on these programs, consult the dean of students office.

3. **National Surveys** Two 200-level survey courses; one in (A.) History and Culture and one in (B.) Society and Politics. Both courses may also fulfill requirement #4 below.

   A. History and Culture (one course)
   Art History 254 Courtier, Samurai, Priest and Chonin: The Arts of Japan
   Art History 258 Political Power and Cultural Authority: The Arts of China
   History 239 The Making of Modern India, 1526-1947
   History 270 Courtier and Samurai in Early Japan
   History 280 Chinese Culture in Imperial Times

   B. Society and Politics (one course)
   Anthropology 230 Chinese Gender, Kinship and the Family
   Anthropology 248 The Peoples of China
   Anthropology 256 The Anthropology of Tibet and the Buddhist Himalaya
   Government 211 Politics in China
   Government 295 U.S.-China Relations
   History 285 Modernity and Nationhood in China

4. In consultation with the program chair, concentrators design their program of study in Asian studies with either a primary focus on one Asian country (see A. Area Studies) or a theme or problem in several Asian countries (see B. Comparative Studies). Relevant courses may also fulfill requirement #3 above. At least two courses must be at the 300-level in two separate disciplines (i.e., anthropology, art history, comparative literature, East Asian languages and literature, government, history, religious studies, theatre). In selecting these upper-level courses, concentrators should anticipate areas of expertise needed to conduct advanced research in Asian Studies 550.

A. Area Studies

China

Anthropology 230 Chinese Gender, Kinship and the Family
Anthropology 248 The Peoples of China
Art History 258 Political Power, Cultural Authority and the Arts of China
Art History 401 Seminar in East Asian Art
Chinese 205 Contemporary Chinese Cinema
Chinese 210 History of Modern Chinese Literature
Chinese 300 Contemporary Chinese
Chinese 360 Readings in Modern Chinese Literature
Chinese 400 The Changing Face of China
Chinese 420 Readings in China's Post-Cultural Revolution Literature
Chinese 430 Masterpieces of Chinese Literature
Chinese 445 Classical Chinese Language and Culture
Chinese 470 History of the Chinese Language
Chinese 490 Advanced Readings in Classical Chinese Literature, History and Philosophy
Government 211 Politics in China
Government 339 East Asian International Relations
Government 341 China's Cultural Revolution
History 233 Philosophical Masters of Ancient China
History 280 Chinese Culture in Imperial Times
History 285 Modernity and Nationhood in China
History 337 Chinese Intellectual History: Confucianism
History 338 Seminar: Heroes and Bandits in Chinese History and Fiction
Religious Studies 425 Mahayana Buddhism

Japan

Art History 254 Courtier, Samurai, Priest and Chonin: The Arts of Japan
Art History 401 Seminar in East Asian Art
Comparative Literature 221 Survey of Japanese Literature I
Comparative Literature 222 Survey of Japanese Literature II
Comparative Literature 256 Japanese Film
Comparative Literature 277 Japanese Women Writers
Comparative Literature 356 Japanese Film
History 270 Courtier and Samurai in Early Japan
History 272 Restoration and Reform in Modern Japan
History 360 Mythical Histories in China and Japan
Japanese 235 Love, Family and Loneliness in Modern Japanese Literature
Religious Studies 425 Mahayana Buddhism

India
Art History 248 Paths to Enlightenment: The Arts of Buddhism
History 235 Women in Modern Asia
History 239 The Making of Modern India
History 363 Colonial Encounters in Asia
History 376 Religious Community and Ethnic Nationalism in South Asia
Religious Studies 216 Indian Thought
Religious Studies 287 Introduction to Islam
Religious Studies 289 Women in Islam
Religious Studies 315 Islamic Thought
Religious Studies 425 Mahayana Buddhism

B. Comparative Studies
Gender & Sexuality
Anthropology 230 Chinese Gender, Kinship and the Family
Comparative Literature 277 Japanese Women Writers
History 202 Gender and Sexuality in East Asia
History 235 Women in Modern Asia
Japanese 235 Love, Family and Loneliness in Modern Japanese Literature
Theatre 255 Asian Theatre: The Exotic Body

Visual & Performing Arts
Art History 248 Paths to Enlightenment: The Arts of Buddhism
Art History 254 Courtier, Samurai, Priest and Chonin: The Arts of Japan
Art History 258 Political Power and Cultural Authority: The Arts of China
Art History 401 Seminar in Eastern Art
Theatre 255 Asian Theatre: The Exotic Body

Religious Belief & Practice
Anthropology 256 The Anthropology of Tibet and Buddhist Himalaya
Art History 248 Paths to Enlightenment: The Arts of Buddhism
History 233 Philosophical Masters of Ancient China
History 337 Seminar in Chinese Intellectual History: Confucianism
History 360 Seminar: Mythical Histories in China and Japan
History 376 Religious Community and Ethnic Nationalism in South Asia
Religious Studies 216 Indian Thought
Religious Studies 219 The Dao and the Buddha-Mind
Religious Studies 287 Introduction to Islam
Religious Studies 289 Women in Islam
Religious Studies 315 Islamic Thought
Religious Studies 425 Mahayana Buddhism

Race & Nationhood
Anthropology 248 The Peoples of China
History 239 The Making of Modern India, 1526-1947
History 282 Narratives of Nationhood
History 285 Modernity and Nationhood in China
History 363 Seminar: Colonial Encounters in Asia
History 376 Religious Community and Ethnic Nationalism in South Asia

Politics & Regional Security
Anthropology 248 The Peoples of China
Anthropology 238 Power, Politics and Protest
Government 211 Politics in China
Government 295 U.S.-China Relations
Government 339 East Asian International Relations
Government 341 China's Cultural Revolution

Language, Literature, Film
Chinese 202 Chinese Films and Society
Chinese 205 Contemporary Chinese Cinema
Chinese 210 History of Modern Chinese Literature
Chinese 320 Chinese Press and Television
Chinese 400 The Changing Face of China
Chinese 420 Readings in China's Post-Cultural Revolution Literature
Chinese 430 Masterpieces of Chinese Literature
Chinese 445 Classical Chinese Language and Culture
Chinese 470 History of the Chinese Language
Chinese 490 Advanced Readings in Classical Chinese Literature, History and Philosophy
Comparative Literature 221 Survey of Japanese Literature I
Comparative Literature 222 Survey of Japanese Literature II
Comparative Literature 256 Japanese Film
Comparative Literature 277 Japanese Women Writers
Comparative Literature 356 Japanese Film
History 338 Seminar: Heroes and Bandits in Chinese History and Fiction

Cross Cultural Encounter: Colonialism, Diaspora, Tourism
Anthropology 248 The Peoples of China
History 282 Narratives of Nationhood
History 363 Seminar: Colonial Encounters in Asia
Theatre 355 Crossings: Globalism in Contemporary Performance

5. **550F,S Senior Project.** A research project culminating in a substantial paper. Students work with two members of the Asian studies committee in two separate departments or geographic areas. Students are expected to develop theoretical or methodological sophistication in one discipline prior to the semester of the senior project by completing upper-level coursework in that discipline. Students meet together with other Asian Studies 550 students throughout the semester to discuss their research and present preliminary and final projects to their peers. (Writing-intensive.) The Program.

Biochemistry/Molecular Biology

Faculty
Timothy E. Elgren, *Chair (Chemistry)*
Stephen M. Festin *(Biology)* (F,S)
Jinnie M. Garrett *(Biology)*
George C. Shields *(Chemistry)* (F,S)

The departments of Biology and Chemistry offer an interdisciplinary concentration in biochemistry/molecular biology. The concentration consists of 12 courses (11.5 credits), which must include 270, 321 or 322, 346; Biology 110, 111 or 115, and 248; Chemistry 120 or 125, 190 and 255; and one additional course chosen from among 321, 322, 436, Biology 331, 336, 443 and 448. Certain courses in mathematics and physics are prerequisites for 321 and 322. Senior concentrators must take 550 and 551 to satisfy the Senior Thesis requirement. A complete description of the Senior Project is available from the departments. Honors in biochemistry/molecular biology will be based on excellence in coursework and on the Senior Thesis.

270S Biological Chemistry. For full description, see Chemistry 270.

321F Physical Chemistry I. For full description, see Chemistry 321.

322S Physical Chemistry II. For full description, see Chemistry 322.

346F Biochemistry. For full description, see Biology 346**.**

[436S] Biophysical Chemistry. For full description, see Chemistry 436**.**

550F,S Senior Thesis I. A research project carried out in association with a faculty member. One course credit. Must be approved by April of the junior year. The Departments.

551F,S Senior Thesis II. A research project carried out in association with a faculty member. Includes written and oral presentations. Prerequisite, 550. One-half course credit. The Departments.

559F,S Senior Research Tutorial. Specialized study of topics in biochemical research. Prerequisite, 550 and consent of instructor. One-half course credit. The Departments.

Biology

Faculty

Jinnie M. Garrett, *Chair*
Stephen M. Festin (F,S)
David A. Gapp
Astrid H. Helfant
Herman K. Lehman
Michael L. McCormick
Sue Ann Miller
William A. Pfitsch
Patrick D. Reynolds
Ernest H. Williams

Special Appointment

Kenneth M. Bart

A concentration in biology consists of 9.5 credits, which must include 110, 111 or 115, 550, 551 and at least two additional courses at the 300-level or above. A complete description of the Senior Thesis (550-551) is available from the department. Concentrators must also complete Chemistry 120 (or 125) and 190, and one course, chosen from a list provided by the department, that discusses issues in public policy or ethics related to science and/or technology. A maximum of two credits may be transferred into the concentration from study off-campus with prior departmental approval. Students preparing for graduate studies in biology should take at least one year each of calculus, organic chemistry and physics, and should have knowledge of a foreign language and computing. Departmental honors are determined on the basis of distinguished achievement in coursework and in the Senior Thesis.

A minor in biology consists of five courses, which must include 110, 111 or 115, and at least one course at the 300-level or higher. The following courses do not count toward a concentration or minor in biology: 120, 150 and 170. Biology 110 and 111 are open to juniors and seniors.

110F Principles of Biology: Organismal. The diversity of living organisms, the structure and function of plants and animals, the ecology of populations and communities, and the process of evolution. Three hours of class and three hours of laboratory. Gapp and Williams.

111S Principles of Biology: Cellular and Molecular. The cellular and molecular basis of biological organization and the mechanisms of inheritance. Three hours of class and three hours of laboratory. Garrett and Lehman.

115F Biology: Fundamentals and Frontiers. Introduction to the study of biology at the college level for students with a strong background in biology and chemistry. Intensive study of selected topics that illustrate the fundamental principles of, and new developments in, the biological sciences. (Proseminar.) Three hours of class/discussion and three hours of laboratory. Prerequisite, consent of department. Maximum enrollment, 16. Garrett and Pfitsch.

[120S] Female Biology. This is an opportunity for non-science majors to learn more about themselves by engaging topics that are part of several biology courses. Selected biological topics and concepts are considered using human and non-human female examples. Discussion of body organization is supplemented with limited dissections. Three hours of class, discussion, presentation and some laboratory experiences. May not be counted toward the concentration or the minor. Maximum enrollment, 16.

150S Society and the Environment. For full description, see Environmental Studies 150.

213S Marine Biology. Introduction to life in the sea. Study of the marine environment, food webs, diversity and adaptations of marine organisms, and interaction of human culture and marine life. Three hours of class (lecture/discussion/lab). Prerequisite, 110 or 115 or consent of instructor. Maximum enrollment, 20. Reynolds.

221S Microbiology. Introduction to viruses and prions and to the microbial world of bacteria and protoctists with emphasis on prokaryotic metabolism and ecology. Basic techniques, including isolation, cultivation and identification of microbes. Three hours of class and three hours of laboratory. Prerequisite, 110 or 115 or consent of instructor. McCormick.

222S Vertebrate Organization. Inquiry-based study of gross anatomy and histology places form into functional and comparative perspectives. Laboratory emphasizes musculoskeletal and mammalian organization with detailed dissection of individual specimens. Fresh material supplements some labs. Groups study and present non-mammalian vertebrates. Three hours of class and three hours of laboratory. Prerequisite, 110 or 115 or consent of instructor. Miller.

228F Invertebrate Biology. Multicellular animal diversity, including marine organisms, parasites and insects. Emphasis on functional morphology, ecology and evolution. Three hours of class, three hours of laboratory and one weekend of field work. Prerequisite, 110 or 115 or consent of instructor. Reynolds.

237F Ecology. The relationships among living organisms and their physical environment, population growth and regulation, interspecific interactions, community and ecosystem structure and function, and biogeography. Prerequisite, 110 or 115 or consent of instructor. Three hours of class and three hours of laboratory or field exercises. Maximum enrollment, 28. Pfitsch and Williams.

248S Genes and Genomes. Study of the structure and function of genetic material using classical, molecular and genomic analyses. Consideration of the social, medical and agricultural applications of genetic technologies. Three hours of class and three hours of laboratory. Prerequisite, 111 or 115 or consent of instructor. Maximum enrollment, 32. Helfant.

270S Biological Chemistry. For full description, see Chemistry 270.

290F Paleontology. For full description, see Geology 290.

330F Principles of Neuroscience. For full description, see Psychology 330.

331S Vertebrate Physiology. Fundamentals of vertebrate physiology, emphasizing the functional and homeostatic controls that regulate nerve and muscle tissue, and the cardiovascular, respiratory, renal and endocrine systems. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 110 or 115 and junior standing or consent of instructor. Maximum enrollment, 20. Gapp.

333F Vertebrate Development. Vertebrate embryogenesis is considered in the context of contemporary developmental biology. Students prepare and present selected topics. Laboratory emphasizes microscopy and analytical skills using amphibian, avian and mammalian developmental anatomy with selected projects and observation of live embryos. Three hours of class and three hours of laboratory. Prerequisite, 110 or 115 or consent of instructor. Maximum enrollment, 20. Miller.

336F Cell Biology. A study of eukaryotic organisms, with an emphasis on the interrelation of structure and function, cell cycle, protein trafficking and specialized activities of cells. Three hours of class and three hours of laboratory. Prerequisite, 111 or 115. Lehman.

[340S] Plant Physiology. The physiology of flowering plants. Includes plant growth and development, photosynthesis, mineral nutrition, water relations and stress physiology. Three hours of class and three hours of laboratory. Prerequisite, 111 or 115.

346F Biochemistry. An advanced course in the chemistry of living systems. Chemical composition of life, with emphasis given to proteins, carbohydrates and lipids. Metabolic strategies and energy generation. Three hours of class and three hours of laboratory. Prerequisite, 111 or 115 and Chemistry 190. (Same as Biochemistry/Molecular Biology 346 and Chemistry 346.) Helfant.

349F Transmission Electron Microscopy. The preparation of electron micrographs in the study of the cellular level of biological organization and digital imaging techniques. Prerequisite, four laboratory courses in biology. Maximum enrollment, 6. Bart.

352S Scanning Electron Microscopy and X-Ray Microanalysis. Theory, practice and application of the scanning electron microscope and energy dispersive X-ray microanalysis to selected research projects. Prerequisite, two laboratory courses in science. Open to juniors and seniors by permission of instructors only. (Same as Geology 352.) Maximum enrollment, 6. Bailey and Bart.

421S Neurochemistry. A study of the synapse, emphasizing cellular and molecular aspects. Literature-based discussion focused on the chemical composition of a neuron, molecular aspects of neurotransmitter release, receptors, second messengers, regulation of gene expression and special topics of neuronal development. Prerequisite, 111 or 115 or consent of instructor. (Same as Neuroscience 421.) Lehman.

437S Tropical Field Ecology. In-depth study of basic and applied topics in tropical ecology including biodiversity and the structure and function of tropical ecosystems. Collaborative research projects conducted during a 12-day field trip over spring break. Three hours of class, one hour lab and mandatory field trip. Prerequisite, 237 or consent of instructor. Extra cost. Maximum enrollment, 15. Pfitsch.

438 Seminar in Biological Form. The analysis of organismal form as it relates to physiology, ecology, biomechanics and evolution. Discussion of recent literature, including studies of all kingdoms of life from the cellular to organismal level. Three hours of class (lecture/discussion). Prerequisite, a 200-level biology course or consent of instructor. Maximum enrollment, 12. Reynolds.

441S Seminar in Evolutionary Biology. Study of natural selection, behavioral evolution, genetic variability, molecular evolution, speciation and macroevolution. Discussion of readings from the literature. (Writing-intensive.) Prerequisite, 111 or 115 and junior standing. Maximum enrollment, 12. Williams.

[443S] Seminar in Computational Molecular Biology. Study of computer-based approaches to molecular investigations: sequence variation, functional and comparative genomics, bioinformatics and computational biology. Three hours of literature-based discussion/lecture on current topics. Prerequisite, 336, 346 or 348, or consent of instructor. Maximum enrollment, 12.

445F Integrative Animal Biology. Evolutionary perspective on the role of chemical messengers in the regulation of animal function. Consideration of endocrine, nervous and immune systems and the role of pheromones and allelochemicals. Three hours of class and one hour of discussion/exercises. Prerequisite, 330, 331, 336 or consent of instructor. (Same as Neuroscience 445.) Gapp.

[448F] Seminar in Molecular Genetics. Study of the molecular mechanisms of inheritance through critical analysis of recent literature in molecular genetics. Emphasis on the scope and limitations of the genetic approach for studying biological processes. Three hours of lecture/discussion. Prerequisite, 248 or consent of instructor. Maximum enrollment, 12.

550F,S Senior Thesis I. An intensive library and laboratory or field research project carried out in association with a faculty member. Prerequisite, acceptance by the department of a written proposal submitted in the spring of the junior year. The Department.

551F,S Senior Thesis II. Completion and presentation of the senior research project. Includes written and oral presentation. Prerequisite, 550. One-half credit. The Department.

Chemical Physics

Faculty
George C. Shields *(Chemistry)* (F,S)
Ann J. Silversmith *(Physics)*

The departments of Chemistry and Physics jointly offer a concentration in chemical physics. The concentration consists of 10 courses in chemistry and physics, which include Chemistry 120 or 125, 190, 321 and 322; Physics 190, 195, 290 and 295. Students must also complete a course in research methods in one of the departments, either Chemistry 371 or Physics 390, followed by a Senior Project, chosen in consultation with the committee, in the appropriate department. Mathematics 113 and 114 are required for 200-level classes in physics and 300-level classes in chemistry. Honors in chemical physics is based on outstanding work in courses and in the Senior Project.

Chemistry

Faculty

George C. Shields, *Chair* (F,S)
Robin B. Kinnel, *Acting Chair*
Karen S. Brewer
Timothy E. Elgren
John R. LaGraff
Ian J. Rosenstein
Ram Subramaniam

Special Appointments

Charles J. Borton
Shawna M. O'Neil
Sue Ann Z. Senior
Jennifer Sturm

A concentration in chemistry may follow several tracks, depending on the goals of the student. A concentration in chemistry requires the following courses: 120 or 125; 190, 255; one additional 200-level course; 321 or 322, 371; one additional course chosen from the 300- and 400-level offerings; and 551. The American Chemical Society (ACS) certified concentration is designed for students who plan to pursue graduate work in chemistry or a related science. Students should take the following courses to qualify for the ACS certification: 120 or 125; 190, 255; one additional 200-level course; 321, 322, 371; one additional course chosen from the 300- and 400-level offerings; and 551. Two semesters of calculus and two semesters of physics (calculus-based Physics 190 and 195 are preferred) are prerequisites for Chemistry 321 and 322.

Students who plan to attend graduate school in chemistry or chemically related fields are advised to take additional courses in chemistry, biology, mathematics and computer science. We invite all interested students to attend the departmental seminar series, which is a part of 551 and 552. Departmental honors are determined on the basis of distinguished coursework in chemistry and in the Senior Thesis.

A minor in chemistry consists of five courses, which must include 190, 255 and 321 or 322. The minimum requirement in chemistry for preparation for medical school consists of 120 or 125; 190 and 255; and one additional course at the 200-level.

[105S] Miracles, Disasters and Everyday Chemistry. The ubiquitous influence of chemistry on our daily lives and on society. Introduction to chemical principles, with emphasis on the nature of scientific inquiry, the extraordinary chemistry of ordinary things and the impact of chemistry on legal, medical, environmental and public policy issues. For students who do not plan to concentrate in or minor in chemistry.

[107F] Environment, Technology and Chemistry. Broad study of the basic principles of chemistry and the scientific method. Applications of these to topics affecting our daily lives, such as energy and pollution, nutrition, polymers and drug development. Occasional laboratory exercises. For students who do not plan to concentrate or minor in chemistry.

120F Principles of Chemistry. Exploration of the central principles and theories of chemistry including stoichiometry, thermodynamics, equilibrium, reaction kinetics, and molecular structure and bonding. Three hours of lecture and three hours of laboratory. Lecture offered in three sections. Brewer, LaGraff and Subramaniam.

[125F] Principles of Chemistry: Theory and Applications. Intended for students with strong high school preparation. Accelerated exploration of the central principles and theories of chemistry including atomic theory, periodic relationships, chemical bonding, thermodynamics, kinetics, coordination chemistry, and descriptive chemistry of metals and non-metals. Applications of chemistry to biochemistry and environmental chemistry. (Proseminar.) Discussion-based course. Three hours of class and three hours of laboratory. (Next offered 2003-04.) Maximum enrollment, 16.

190S Organic Chemistry I. Structure and bonding of organic compounds and their acid-base properties, stereochemistry, introduction to reactions and reaction mechanisms of carbon compounds and the relationship of reactivity and structure. Three hours of class and four hours of laboratory. Prerequisite, 120 or 125. Kinnel and Rosenstein.

255F Organic Chemistry II. Chemistry of conjugated alkenes and aromatic and carbonyl compounds, emphasizing mechanism and synthesis; introduction to carbohydrate and amino acid chemistry. Three hours of class and four hours of laboratory. Prerequisite, 190. Kinnel and Rosenstein.

265S Inorganic Chemistry and Materials. Topics in inorganic chemistry, including atomic structure and periodicity of the elements, bonding and properties of solid state materials, coordination chemistry, electrochemistry and inorganic polymers. Laboratories emphasize synthesis and characterization of inorganic systems and measurement of properties of inorganic materials with investigation of their applications. Prerequisite, 120 or 125. Three hours of lecture and three hours of laboratory. Brewer.

[266S] Chemical Analysis: Theory and Methods. A study of the fundamental concepts and principles of chemistry as they apply to quantitative analysis. Topics include the in-depth study of chemical equilibrium, electrochemical methods and chemical separations. Laboratory emphasizes uncertainty analysis and practical applications of analytical chemistry. Prerequisite, 120 or 125. Three hours of lecture and three hours of laboratory.

270S Biological Chemistry. A survey of the chemical and physical nature of biological macromolecules, including nucleic acids, proteins, lipids and carbohydrates; biochemistry of enzyme catalysis; bioenergetics and regulatory mechanisms. Principles and techniques of experimental biochemistry, focusing on isolation methods and techniques for analyzing structure and function. Three hours of class and three hours of laboratory. Prerequisite, 190. (Same as Biochemistry/Molecular Biology 270 and Biology 270.) Subramaniam.

321F Physical Chemistry I. A study of the fundamental concepts and principles of quantum chemistry. Topics include quantum mechanics and the nature of the chemical bond; applications of molecular quantum mechanics; spectroscopy. Laboratory focuses on experiments that lead to the development of quantum mechanics, on molecular modeling and on spectroscopy. Laboratory includes applications to biochemistry. Three hours of class plus laboratory. Prerequisite, 125 or 190, Mathematics 114, Physics 105 or 195. (Same as Biochemistry/Molecular Biology 321.) LaGraff.

322S Physical Chemistry II. A study of the fundamental concepts and principles of thermodynamics and kinetics. Topics include the laws of thermodynamics; prediction of the direction and extent of chemical reactions; equilibrium; chemical kinetics; catalysis; reaction rate theory; photochemistry. Three hours of class plus laboratory. Prerequisites, 125 or 190, Mathematics 114, Physics 105 or 195. The department recommends that students take 321 prior to 322. (Same as Biochemistry/Molecular Biology 322.) LaGraff.

346F Biochemistry. For full description, see Biology 346.

371F,S Research Methods in Chemistry. Development of laboratory skills in several areas of chemistry through a number of intensive laboratory projects, with an emphasis on using instrumental techniques. Exploration of synthesis, both inorganic and organic, including handling air- and water-sensitive materials, and introduction to the chemical literature. Application of kinetic and thermodynamic techniques. Six hours of laboratory and one hour of class. Prerequisite, 265 or 266. Maximum enrollment, 16. The Department.

393F Advanced Organic Chemistry I. Investigation of techniques of structure proof, with an emphasis on NMR methods and mass spectrometry. Further work in

organic synthesis, with examples taken from natural products chemistry. Prerequisite, 255. Kinnel.

412S Advanced Organic Chemistry II. Study of the techniques and theoretical framework used to investigate reaction mechanisms. Topics include thermochemistry, kinetics, linear free energy relationships and molecular orbital theory and symmetry. Prerequisite, 255 and 321. Rosenstein.

423S Advanced Inorganic Chemistry. Introduction to the chemical applications of group theory, including molecular structure and spectroscopy. Study of inorganic and organometallic synthesis and reaction mechanisms through readings in the primary literature. Prerequisite, 321. Brewer.

[436S] Biophysical Chemistry. A study of physical chemical forces and interactions that determine structures, functions and behavior of proteins and other macromolecules. Discussion of spectroscopic and other physical techniques employed in studying macromolecular structures and properties. Prerequisite, 321. (Same as Biochemistry/ Molecular Biology 436.)

551-552F,S Senior Project. An intensive research project carried out in association with a faculty member, culminating in a thesis. Prerequisite, 371. Attendance at weekly departmental seminars is required. Candidates for honors should elect both 551 and 552. The Department.

Classics

Faculty

Barbara K. Gold, *Chair*
Shelley P. Haley
Mark Masterson
Carl A. Rubino (F)

Classics is the study of the languages and civilizations of ancient Greece and Rome, as well as of related civilizations, both ancient and modern. The department offers courses in ancient Greek and Latin and also in classical studies, where no knowledge of Latin or Greek is required. Students wishing to concentrate or minor in classics may take one of two directions.

A concentration in classical languages emphasizes work in Latin and Greek as keys to understanding the ancient world. It requires a minimum of four full-credit courses, at least two of which must be numbered 300 or above, in one of the two languages, and a minimum of three full-credit courses, at least one of which must be numbered 200 or above, in the other. (With the approval of the department, exemptions to these requirements may be made for students who come to Hamilton with substantial preparation in Latin or Greek.) Two courses in classical studies, in addition to Classical Studies 550, the Senior Program, are also required. Finally, students concentrating in classical languages must complete at least one course each year in Greek or Latin. Because the language concentration requires substantial accomplishment in both Greek and Latin, prospective concentrators entering the College with no knowledge of those languages should make an immediate start with the prerequisite 100- and 200-level courses.

A concentration in classical studies offers a study of ancient Greece and Rome with emphasis on only one of the languages. It requires a minimum of six courses in classical studies, at least four of which must be numbered 200 or above and one numbered 300 or above, as well as at least one full-credit course numbered 300 or above in either Latin or Greek, and Classical Studies 550, the Senior Program. (With the approval of the department, certain courses in Greek or Latin may be substituted for classical studies courses). In addition, students concentrating in classical studies must complete at least one course each year in classical studies, Greek or Latin.

Hamilton College is a member of the Intercollegiate Center for Classical Studies in Rome (the Centro) and of the American School of Classical Studies in Athens, and many students have also attended the College Year in Athens. Concentrators and other students trained in Latin or Greek are encouraged to spend one or two semesters of their junior year in one of these programs in Greece or Rome or in another suitable program abroad. Interested students should note that admission to the Intercollegiate Center and the American School is competitive and that preparation in Latin or Greek is an important factor in determining admission. The Nancy Bissell Turpin Travel Fund enables the department to offer financial assistance for travel during recesses and the summer. For further information, consult with the department.

Students who have earned a B+ (88) average in the concentration may receive honors by doing distinguished work in the Senior Program. A description of the program may be obtained from any member of the classics faculty.

A minor in classical languages requires at least two courses numbered 300 or above in Latin or Greek, as well as two courses in classical studies, one of which must be numbered 200 or above. Because the language minor requires advanced work in either Latin or Greek, interested students entering the College without either of those languages should make an early start with the prerequisite 100- and 200-level courses.

A minor in classical studies requires a minimum of five classical studies courses, three of which must be numbered 200 or above, with at least one numbered 300 or above.

There are places for juniors and seniors in all courses offered by the Classics Department.

Classical Studies

100F Socrates, Cleopatra and the Caesars. An introduction to classical studies and the ancient Mediterranean world that focuses on some pivotal figures. Consideration of the multiple facets of ancient Mediterranean society and culture, including multiculturalism, race, class and gender. Attention to literature, art, religion, philosophy and history. Readings from ancient and modern sources, and films dealing with the world of the ancient Greeks and Romans. Haley.

[110F] The Civilization of Greece and the Near East. An introduction to the legacy of the ancient Mediterranean world through the study of its history and literature, with some attention paid to philosophy as well. Stress on basic skills in the study of history.

[120F] Roman Civilization. An introduction to the history and culture of ancient Rome. Stress on social history and basic skills in the study of history. (Same as History 120.)

137F,S War and Society in the Ancient World. For full description, see History 137.

[150F] The World of Caesar Augustus. An examination of the Rome of Caesar Augustus, one of the pivotal figures of human history and of the multicultural empire over which he ruled. Attention to social, historical and literary issues. Readings from ancient and modern sources.

201F History of Ancient Western Philosophy. For full description, see Philosophy 201.

[220F] Seminar in Classics and Government: Cicero, Jefferson and Hamilton. A study of the career of Cicero, the Roman lawyer and politician, and of the debates between Alexander Hamilton and Thomas Jefferson, with special attention to Greek and Roman influences on the founders of the United States. Intensive discussion of readings from Thucydides, Plato, Cicero, Plutarch and the writings of Hamilton and Jefferson. (Writing-intensive.) Prerequisite, one course in classics (classical studies, Latin or Greek) or government, or consent of instructor. (Same as Government 220.) Maximum enrollment, 20.

[230F] The Romans on Film. Critical examination of films such as *Spartacus*, *Julius Caesar*, *The Last Temptation of Christ*, *Ben Hur*, *I Claudius*, *Fellini Satyricon*, *The Fall of the Roman Empire* and *Gladiator*. Readings from ancient writers such as Plutarch, Tacitus and Suetonius, as well as from selected modern sources.

240F Classical Mythology. An introduction to ancient mythology through readings from sources such as Gilgamesh, Egyptian mythology, Homer, Hesiod, Greek tragedy, Herodotus, Livy, Ovid and contemporary mythmakers. Origins, creation myths, divinities and heroes, and mystery religions. (Same as Religious Studies 240.) Masterson.

[250S] Heroism Ancient and Modern. An examination of ancient and modern views of the hero. Consideration of Homer's *Iliad* and *Odyssey*, Vergil's *Aeneid*, modern works such as Voltaire's *Candide* and films such as *Shane*, *The Maltese Falcon*, *Blade Runner*, *Joan the Maid* and the *Star Wars* series.

260S Power and Corruption in Ancient Rome. An examination of personal and political corruption in ancient Rome, with particular attention to the manner in which it is depicted by writers such as Sallust, Livy, Horace, Tacitus and Juvenal. Some attention to depictions of corruption in modern America, especially to Robert Caro's portrayals of Robert Moses and Lyndon Johnson. Rubino.

261S Classical Art: Inventing the Past. For full description, see Art 261.

[280S] Ancient Comedy. Readings of Greek and Roman comedies in English translation: Aristophanes, Plautus, Terence, Lucian, Apulieus, mime. Discussions of why and for whom comedy is funny, comedic perspective, theories of humor, roles of women

and slaves in comedy, cultural values, themes and plots, history of comedy, staging and theatrical technique. May also include class production of a play.

[291F] Rome in the Ancient World. For full description, see History 291.

310S Sex and Gender in Greece and Rome. An exploration of ancient ideas about sex, gender and identity through the study of literature, philosophy and scientific writing. Readings stretching from Homer to the rise of Christianity, with consideration of critical literature on ancient views. Attention to contemporary conceptions of sex and gender. Prerequisite, one course in classics (classical studies, Latin or Greek) or women's studies. Masterson.

[340S] Women in Antiquity. An examination of women's roles in the ancient world through various sources: history, archaeology, law, literature and art. Covers the period from ancient Egypt and early Greece through classical Greece and down to Rome, and traces the shifts in attitudes during these periods. (Writing-intensive.) Prerequisite, one course in classics (classical studies, Latin or Greek) or women's studies. Maximum enrollment, 20.

[341S] Women, Gender and Power in Ancient Egypt and Greece. An interdisciplinary study of the varying degrees and types of power available to women in ancient Egypt and Greece. Students will analyze evidence from art, archaeology, classical literature, history and sociology to interpret the social construction of race, gender, class and sexuality in these ancient societies. (Writing-intensive.) Prerequisite, one course in classics (classical studies, Latin or Greek) or women's studies. (Same as Women's Studies 341.) Maximum enrollment, 20.

342S Women, Gender and Power in Ancient Rome and Byzantium. An interdisciplinary study of the women of ancient Rome and Byzantium. Students will analyze evidence from art, archaeology, classical literature, history and sociology to interpret the social construction of race, gender, class and sexuality in these ancient societies. From the empress to her freedwoman, the good wife to the prostitute, the midwife to the scholar, the course will encourage students to uncover women's authentic voices. (Writing-intensive.) Prerequisite, one course in classics (classical studies, Latin or Greek) or women's studies. (Same as Women's Studies 342.) Maximum enrollment, 20. Haley.

[350S] Ethics and Politics in Ancient Greece and Rome. A study of Greek and Roman attitudes toward the question of private and public behavior, concentrating on such topics as the meaning of success, the use of power, the function of language in political life, the relationship between the individual and the state, and the role of the state in regulating behavior. Contemporary applications. Readings from Thucydides, Plato, Aristotle, Cicero, Sallust and Tacitus. Prerequisite, one course in classics (classical studies, Latin or Greek), political theory or philosophy, or consent of instructor. (Same as Government 350.)

[374F] Ancient Egypt. A study of the history of ancient Egypt and of its interaction with other ancient African kingdoms, including Nubia, Kush and Punt. Examination of Egypt's prehistory, language, social and gender relations, and cultural development. (Writing-intensive.) Prerequisite, 110 or 240, or Africana Studies 101 or History 110. (Same as Africana Studies 374.) Maximum enrollment, 20.

[402F] Seminar in Ancient Art. For full description, see Art 402.

550S Senior Program. Topics to be arranged. Open only to senior concentrators. The Department.

Greek

110F Elementary Greek I. An introduction to the language and culture of Greece and the ancient Mediterranean. Thorough grounding in the grammar, syntax and vocabulary of ancient Greek. Reading and discussion of elementary passages from classical or New Testament Greek that cast light on ancient Mediterranean society

and culture. For those with no previous knowledge of Greek. (Proseminar.) Three class meetings a week, in addition to a drill session. Maximum enrollment, 16. Masterson.

120S Elementary Greek II. Continuation of Greek 110. Further study of grammar, syntax and vocabulary, accompanied by reading and discussion of passages from classical or New Testament Greek that cast light on ancient Mediterranean society and culture. For students who have completed Greek 110 or those who have had some Greek but require review. (Proseminar.) Three class meetings a week, in addition to a drill session. Maximum enrollment, 16. Masterson.

210F The World of Greece and the Ancient Mediterranean. Reading and discussion, with grammar review, of intermediate-level passages from classical, Hellenistic or New Testament Greek selected to illuminate the history, society and culture of Greece and the ancient Mediterranean. Readings from the New Testament and from writers such as Xenophon and Lucian. (Proseminar.) Prerequisite, 120 or equivalent. (Same as Religious Studies 210.) Maximum enrollment, 16. Haley.

340S Homer and the Greek Hero. Reading from Homer's *Iliad* and *Odyssey* in the original Greek. Consideration of the Greek concept of heroism and the role of epic poetry, with attention to the society and culture of the Homeric world. Prerequisite, 210 or equivalent. Rubino.

[350S] The Greek Historians. The story of ancient Greece as told in the words of the Greeks themselves. Readings, in the original Greek, from Herodotus, Thucydides and Xenophon. Attention to the wider issues of ancient Mediterranean society and culture. Prerequisite, 210 or equivalent.

[360S] Greek Drama. Readings, in the original Greek, from the tragedians Aeschylus, Sophocles and Euripides and from the comic playwrights Aristophanes and Menander. Attention to matters such as the role of women and slaves, social and cultural values, and theories of tragedy and comedy. Prerequisite, 210 or equivalent.

390F Ancient Greek Society and Culture. Reading and discussion of original Greek texts that cast light on the history, society and culture of Greece and the ancient Mediterranean. Authors and topics vary; may be repeated for credit. Prerequisite, 210 or equivalent. Haley.

Latin

110F Elementary Latin I. An introduction to the language and culture of ancient Rome. Thorough grounding in Latin grammar, syntax and vocabulary. Reading and discussion of elementary passages that cast light on the society and culture of ancient Rome and its empire. For those with no previous knowledge of Latin. Three class meetings a week, in addition to a drill session. Gold.

120S Elementary Latin II. Continuation of Latin 110. Further study of grammar, syntax and vocabulary, accompanied by reading and discussion of passages that cast light on the society and culture of ancient Rome and its empire. For students who have completed Latin 110 or those who have had some Latin but require review. Three class meetings a week, in addition to a drill session. Rubino.

210F The World of Ancient Rome. Reading and discussion, with grammar review, of intermediate-level Latin passages selected to illuminate the history, society and culture of ancient Rome and its empire. Readings from writers such as Caesar, Cicero, Sallust, Catullus, Ovid and Martial. (Proseminar.) Prerequisite, 120 or equivalent. Maximum enrollment, 16. Masterson.

[340S] The Roman Hero. Readings, in the original Latin, from Vergil's *Aeneid* and other Roman epics. Consideration of the nature of heroism and epic poetry, with attention to the history, society and culture of the Roman world. Prerequisite, 210 or equivalent.

350S The Roman Historians. The story of ancient Rome and its empire as told in the words of the Romans themselves. Readings, in the original Latin, from Sallust, Livy, Tacitus and other historians. Prerequisite, 210 or equivalent. Haley.

[360S] The Literature of Love and Desire. Readings, in the original Latin, from the love poetry of Catullus, Vergil, Horace, Tibullus, Propertius and Ovid. Attention to Greek influences on Roman love poetry, to its Roman context and to the Roman influence of subsequent notions of love and erotic poetry. Prerequisite, 210 or equivalent.

[370S] Letters, Society and History. Readings, in the original Latin, from the letters of such writers as Cicero, Pliny and Seneca. Attention to the ways in which those letters cast light on Roman society and the movement of history. Prerequisite, 210 or equivalent.

390F Roman Society and Culture. Reading and discussion of original Latin texts that cast light on the history, society and culture of Rome and the ancient Mediterranean. Authors and topics vary; may be repeated for credit. Prerequisite, 210 or equivalent. Gold.

College Courses

College Courses are essentially interdisciplinary or substantially outside the continuing curriculum of any department or program.

[100F] The Unity of Knowledge. For entering students with an abiding interest in the intellectual life, who will join faculty members in discussing material from the arts, the historical and social sciences, the humanities, and mathematics and the natural sciences, giving attention to the ways in which those "divisions of learning" might be connected. (Writing-intensive.) Open to first-year students only. Maximum enrollment, 16.

[120F] Hiroshima and After: The First 50 Years of the Atom Bomb. An interdisciplinary examination of the impact of nuclear weapons on American society, culture and politics. Topics include the physics of nuclear weaponry, scientific responsibility, ethical considerations regarding the development and use of the bomb, gender and the bomb, the apocalyptic imagination in popular culture and the rise of the national security state. Lectures, discussions, speakers and films. (Writing-intensive.) Open to first-year students only. Maximum enrollment, 20.

130F Coming of Age in America: Narratives of Difference. An interdisciplinary analysis of what it means to come of age as an "American." Particular attention paid to factors of culture, race, class, gender, disability and sexual orientation. Discussion based on the ways in which different fields — the arts, humanities, social sciences and sciences — define and present youth and Americanness. (Three sections writing-intensive.) (Proseminar.) Open to first-year students only. Group attendance at lectures, films, campus events required. Maximum enrollment, 16. Kanipe, Luciano and Sánchez-Casal.

300S The Art of the Cinema. Classic foreign and American films from the silent days to the present for viewing and analysis. Discussion of historical, aesthetic and theoretical questions. Primary focus on how films communicate visually. Three hours of class and screenings of two films a week. Open to juniors and seniors only. P. O'Neill.

[322S] Cultural Simulation Seminar. Construction of a "working model" of a mission to establish a "settlement" in Near Space, recording the process, then producing finished documentation and a major summary paper for dissemination. Prerequisite, consent of instructor. (Next offered 2003-04.) Maximum enrollment, 12.

330F Introduction to Museum Studies. This survey introduces students to the history of museums, types of museums and the definition of a museum. It explores philosophical questions concerning the role of museums in our society and current issues in the museum profession. The course explores the practical considerations and problems of everyday museum operations and the specialties of various museum professionals. Prerequisite, one course in art or the social sciences. Bloch.

331S Survey of Museum Methods. This course explores three important areas of museum work: administration, artifacts and interpretation. It examines the philosophical basis, professional practices and ethical ramifications of organizational administration; the proper handling of artifactual materials; and the issues surrounding the interpretation or explanation of objects developed for visitors or scholars. Prerequisite, one course in art or the social sciences. Bloch.

397F,S Hamilton in New York City: Internship. Internship with firm, organization, agency or advocacy group appropriate to the theme of the semester. Does not count toward concentration credit. Bellini-Sharp (Fall); Bass (Spring).

398F,S Hamilton In New York City: Seminar in Global Processes. Foundational course of the Program in New York City. Perspectives on the influence of global

markets, transnational culture and political forces on contemporary life. Organized around readings, student debates, guest discussion leaders and field trips within New York City. Does not count toward concentration credit. Bellini-Sharp (Fall); Bass (Spring).

Communication Studies

Faculty

Bonnie Urciuoli, *Chair (Anthropology)*
Catherine W. Kaha *(Rhetoric and Communication)*

Special Appointment
Susan A. Mason *(Oral Communication)*

Note: Beginning with the Class of 2006, this concentration will no longer be available.

The interdisciplinary Communication Studies Program examines communication processes from several perspectives, including social structure, cultural and symbolic systems, linguistic principles and effective practices of communication. To this end, the concentration integrates coursework from rhetoric and communication, anthropology and other disciplines. A concentration in communication studies consists of eight courses and a Senior Project. The required courses are Anthropology 125 and Rhetoric and Communication 101, Anthropology 270, Rhetoric and Communication 302 and four other courses, two of which must be at the 300 or 400 level. Only one other 100-level course counts toward the concentration. Students must complete the required 100-level courses before their senior year. Students must complete all required courses prior to the beginning of the Senior Project. The Senior Project consists of one semester of applied research, textual analysis or ethnographic work culminating in a thesis, a paper or presentation, or a production. Honors will be awarded on the basis of a 90 average in program courses and a superior Senior Project.

A minor in communication studies consists of five courses, including Anthropology 125 or Rhetoric and Communication 101, and Rhetoric and Communication 302.

Students interested in communication studies should consult a member of the program committee listed above. Courses for the concentration or the minor may be chosen from among the following.

501F,S Senior Project. A project limited to senior concentrators in communication studies, resulting in a thesis, a paper or presentation, or a production. The Program.

Anthropology
125 Language and Culture
201 Linguistic Theory: A Brief History
225 Phonetics and Phonology: The Analysis of Sound
258 Nonverbal Communication and Social Interaction
270 The Ethnography of Communication
360 U.S. Discourses I: Race, Ethnicity and Class
361 U.S. Discourses II: Science, Technology and Gender

Computer Science
270 Artificial Intelligence

English
293 The Making of English

Rhetoric and Communication
101 Foundations of Communication
102 Explorations in Communication
210 Rhetorical Act
222 Interpersonal Communication
230 Small-Group Communication
235 Orality and Literacy
260 Visual Communication
280 Conflict Mediation
302 Communication Theory
310 Media Form and Theory

325 Cross-Cultural Communication
341 Organizational Communication
360 Communication Ethics
450 First Amendment: Freedom of Speech

Comparative Literature

Faculty

Peter J. Rabinowitz, *Chair*
Thomas Bass
Melek S. Ortabasi
Nancy Sorkin Rabinowitz
Carol Schreier Rupprecht

A concentration in comparative literature consists of nine courses, including five designated as comparative literature, two in a national literature in the original language (e.g., Chinese, Russian, Greek) and two in either a second national literature in the original language or in linguistics selected in consultation with a departmental advisor. Students pursuing the linguistics option must complete study in a foreign language to the 140 level or equivalent. All concentrators are required to take 211 or 212, and 297, and all senior concentrators will take part in a Senior Program in which 500 (Senior Seminar) is required and 550 (Senior Project) is recommended. A complete description of the Senior Program is available from the department chair. Only one 100-level course may be counted toward the concentration. It is to the student's advantage to begin foreign language study early; those planning graduate work in literature are urged to take two additional courses in a national literature and to study two foreign languages.

Honors in comparative literature will be awarded on the basis of a cumulative record of 90 or above in all courses counting toward the major, as well as distinguished performance in 550.

A minor consists of five courses, including either 211, 212 or 297; two other courses designated as comparative literature; and two other courses in comparative, English or foreign literature, or linguistics. Only two 100-level courses may be counted toward the minor.

Many courses at the 200-level are open to seniors without prerequisites. For details, see the specific descriptions below.

[141F] Studies in Short Fiction. A comparative study of the uses of short fiction, including satire, tale, prose poem, short story and novella. Readings include works by Akutagawa, Baudelaire, Borges, García Márquez, Poe, Swift, Tanizaki and Voltaire. (Writing-intensive.) Maximum enrollment, 20.

142S Twentieth-Century Fiction. Organized chronologically for the most part, and involving such issues as sexuality, colonialism and racism. Readings drawn from high art, not popular culture, including such authors as James, Kafka, Puig, Woolf, Duras and Valenzuela. (Writing-intensive.) (Proseminar.) Maximum enrollment, 16. N. Rabinowitz.

151S Dreams and Literature. This course explores literary texts presented as dreams (the Old English "Dream of the Rood") and dreams occurring within literary texts (Bao-yu's dream in *The Dream of the Red Chamber/ The Story of the Stone*; the Cave of Montesinos episode in *Don Quixote*). Attention is paid to the way language and meaning are constructed, and complicated, when "reality," fiction and dream intersect, as well as to the cultural, legal, political, religious and social contexts in which dream and literary interpretation occur. Reading will also be done in dream theory from ancient times to the present. (Proseminar.) Maximum enrollment, 16. Rupprecht.

152F Literature and Ethics. Study of literature as a vehicle for moral and political concerns and of the ways that literature shapes its readers. Special emphasis on popular literature, feminist criticism and the problems raised by censorship and pornography. Selected novels and plays by such writers as Ibsen, Dostoevsky, Tolstoy, Hemingway, Wright, Highsmith, Doris Lessing, Burgess and others. (Writing-intensive.) (Proseminar.) Maximum enrollment, 16. P. Rabinowitz.

[158S] Music and Literature. Explorations of the connections between music and literature, including examination of hybrid works that bridge the two arts (such as fiction about music and musical settings of literary texts) and study of the overlap between musical and literary structures. Emphasis on music of the Western classical tradition. Works include operas, symphonic poems, songs and literary works by such composers and writers as Tchaikovsky, Strauss, Berg, Tolstoy, Wilde, Cain, Proust, Cather and Burgess. (Writing-intensive.) (Next offered 2003-04.) Maximum enrollment, 20.

[169F] Vietnam in Literature and Film. Study of literature and films on Vietnam, from the colonial period through the Vietnam War to the present. Works studied, by Vietnamese, French, British and American writers, include the epic poem *The Tale of Kieu*; books by Graham Greene, Marguerite Duras, Michael Herr, Neil Sheehan, Robert Olen Butler, Bao Ninh and Duong Thu Huong; and the films *Apocalypse Now*, *Indochine* and *The Lover*. (Writing-intensive.) Maximum enrollment, 20.

190F Writing in Comparative Literature: Fiction and Identity. Discussion of literature as the key to understanding, and even creating, personal and communal identity. Exploration of diverse ways in which narrative allows for challenging and reformulating definitions of identity. Primary focus on developing and improving critical and comparative essay-writing skills. Emphasis on in-class debate, peer collaboration and writing workshops. Featured texts include Japanese writer Jun'ichirô Tanizaki's *Some Prefer Nettles*, as well as underground comic artist Art Spiegelman's *Maus I*. Films include *Smoke Signals* and *Being John Malkovich*. (Writing-intensive.) (Proseminar.) Maximum enrollment, 16. Ortabasi.

211F Readings in World Literature I. In this course we will explore strategies for reading in translation and across distances in time and differences in cultures with texts ranging from clay tablets and papyrus rolls to printed play scripts of the 17th century. Selected texts will likely include lyric poetry (by Sappho, Juan de la Cruz), narrative poetry (Sumerian *Inanna*, Dante's *Inferno*), prose narrative (Afro-Arab *Romance of Antar*, Murasaki's *The Tale of Genji*), drama (*The Peony Pavilion*, Shakespeare's *A Midsummer Night's Dream*), essays, letters, tales and mixed genres. (Writing-intensive.) Maximum enrollment, 20. Rupprecht.

212S Readings in World Literature II. Comparative study of representative texts in world literature from 1800 to the present, including novels, short fiction, drama, essays and poetry. Particular attention paid to the role of literature in creating nationhood, with an emphasis on how the modern self is constructed and explored through narrative technique. Readings to include works by such authors as Flaubert (France), Twain (USA), Tolstoy (Russia), Brontë (Great Britain), Ibsen (Norway), Rizal (Philippines), Mann (Germany), Sôseki (Japan), Devi (India), García Márquez (Colombia) and Achebe (Nigeria). (Writing-intensive.) May be taken without 211. Maximum enrollment, 20. Ortabasi.

[213] Introduction to U.S. Latino/a Literatures. For full description, see Spanish 213.

215F Chinese Literature in Translation. For full description, see Chinese 215.

[218F] The Word and the Spirit. For full description, see Religious Studies 218.

221F Survey of Japanese Literature I. This course is an introduction to Japanese literature from the seventh to the late 19th century. Though diverse in character, literature from this extended period is generally designated as "premodern." The course examines the earliest written records in Japan, the tradition of courtly poetry and diary literature, the native storytelling tradition, warrior epics, the boom in popular literature that characterized late feudal society, other historical genres — and their continued influence on modern Japanese literature and culture. (Same as Japanese 221.) Ortabasi.

222S Survey of Japanese Literature II. This course is an introduction to Japanese literature after the Meiji Restoration of 1868, an event that heralded Japan's entry into the international arena. The turbulence of Japan's modern history colors not only

the literature immediately following this event, but has left its mark on more recent fiction, poetry and film as well. The course traces the development of modern literature in Japan, beginning with an examination of early attempts to write the "modern novel" and concludes with a discussion of the literary scene today. Ortabasi.

225F Madness, Murder and Mayhem: Nineteenth-Century Russian Literature. For full description, see Russian Studies 225.

[226S] Sex, Death and Revolution: Twentieth-Century Russian Art and Literature. For full description, see Russian Studies 226.

[230S] Coming of Age in World Literature. Examination of the term "coming of age" in a cross-cultural, global context. Attention to literary expression of different rituals and experiences as writers reflect on self, location and community, as well as on the process of achieving social, cultural, political and personal maturity. Comparison of stories about coming of age by writers from Cambodia, China, Australia, India, Chile, Ireland, Japan, Russia, Iran and Turkey. (Writing-intensive.) Maximum enrollment, 20.

235F Love, Family and Loneliness in Modern Japanese Literature. For full description, see Japanese 235.

[244F] Whose Tragedy?: Staging Gender and Politics. A study of the relationship of gender and the world of politics as staged in tragic drama, focusing on the ways in which sexuality and violence dominate tragedy from ancient Greece to modern times. Works by Aeschylus, Sophocles, Euripides, Shakespeare, Racine, Ibsen, Pirandello and Anouilh. Close examination of modern reproductions of ancient works, with serious consideration of whether and why we should be interested in them. (Writing-intensive.) (Same as Women's Studies 244.) Maximum enrollment, 20.

[245] Modern European Theatre: Theory, Practice and Dramaturgy. For full description, see Theatre 245.

[255] Introduction to African-American Literature. For full description, see English 255.

256F Japanese Film. This course traces the history of one of the world's most innovative film industries. From its earliest days in the 20th century, Japanese film directors have experimented and improved on the cinema; their work has been influential not only in Japan but throughout the world. From the drama of silent samurai movies to the glitz of anime (Japanese animation), Japanese film offers both a view of Japanese culture and a new perspective on the genre itself. Note: be prepared to attend film screenings every week. (Same as Japanese 256.) Ortabasi.

258S Opera. Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo*, *Don Giovanni*, *The Turn of the Screw* and *Candide*. Prerequisite, two courses in literature or two in music or one in each field, or consent of instructors. (Same as Music 258.) (Offered in alternate years.) Hamessley and P. Rabinowitz.

[271S] European Literature: Nineteenth-Century Novel. An intensive questioning of the European novel in the 19th century, with particular attention to literary movements, social concerns and developing notions of class and gender. Readings from Austen, Stendhal, Sand, Flaubert, Eliot and Dostoevsky.

[277S] Japanese Women Writers. Survey and critical reading of short fiction and novels by women from Japan's modern period (1868-present). Discussion of historical background and contribution of these writers to the development of modern Japanese literature. Particular attention paid to representation of women, their changing roles in Japanese society and their relationships with themselves and others. Authors include Higuchi Ichiyô, Yosano Akiko, Uno Chiyo, Nogami Yaeko, Enchi Fumiko, Tsushima Yûko, Yamada Eimi and Yoshimoto Banana, among others.

278F The Straight Story?: Rethinking the Romance. A study of the ways in which various forms of sexual desire drive the plot of literary works. In particular, how authors have used, manipulated and resisted the marriage plot for a variety of aesthetic and political ends. Special attention to works by gay and lesbian authors. Readings, which include works of theory as well as imaginative texts, to include works by such authors as Richardson, Balzac, Proust, Zola, Wilde, Moraga, Baldwin. (Same as Women's Studies 278.) N. Rabinowitz.

[282F] New Literatures in English. For full description, see English 282.

[285F] Detective Story, Tradition and Experiment. Survey of a broad range of works, both "popular" and "serious," showing the continual renewal of the genre through the manipulation of conventional elements to produce new effects and to argue a variety of positions. Includes readings from Sophocles, Dostoevsky, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, Stoppard, Cortázar and others. Prerequisite, one course in literature. (Same as English 285.)

297S Introduction to Literary Theory. Exploration of the kinds of questions that can be asked about literary texts in themselves, and in relation to the cultural and historical contexts in which they are written and read. Readings include drama, poetry, fiction and theoretical essays, with special attention to new criticism, structuralism, audience-oriented criticism and various types of political criticism, including feminism. Prerequisite, two courses in literature. Open to sophomores, juniors and seniors only. (Same as English 297.) Kodat.

[324S] Romance and Religion in Medieval European Literature. An introduction to medieval romance and contemporary critical approaches to the genre, followed by an examination of how religious texts of the same period adopted and adapted romance conventions and narrative structures. Readings will include such texts as romances by Chrétien de Troyes, Marie de France, Boccaccio and Chaucer; selections from Malory's *Le Morte Darthur*; *The Book of Margery Kempe*; and saints' lives from *The Golden Legend*. (Writing-intensive.) (Same as English 324 and Religious Studies 324.) Maximum enrollment, 20.

[338F] Seminar: Heroes and Bandits in Chinese History and Fiction. For full description, see History 338.

[345S] Modern European and American Drama. A study of modern drama as literary and social text, with special attention to issues of class and gender as they developed in the 19th and 20th centuries. Consideration of the relationship of dramatic form to the expression of political and philosophical ideas. Texts to include works by such authors as Büchner, Chekhov, Ibsen, Strindberg, Wedekind, Pirandello, O'Neill and Miller. Oral and written participation emphasized. Prerequisite: two courses in literature, or one course in literature and one course in theatre. (Same as Theatre 345.)

[346F] The Comedy of Terrors. Analysis of 19th- and 20th-century works in which stark visions of the human condition are paradoxically presented in comic terms. Emphasis on the techniques by which the apparently contradictory tendencies of humor and terror are fused, as well as the reasons (psychological, philosophical, political and aesthetic) why writers, film-makers and composers have been attracted to this device. Readings by such writers as Gogol, Dostoevsky, Twain, Kafka, Nabokov, Ionesco, Heller and Burgess; study, as well, of such films as *Pulp Fiction* and *Fargo* and such operas as Strauss' *Salome*. Prerequisite, two courses in literature or consent of instructor.

351S Reading Literature, Translating Dreams. Maurice Sendak's dream trilogy — *Where the Wild Things Are*, *In the Night Kitchen*, *Outside Over There* — initiates an advanced study of the word/image relationship in literary texts which feature dreams. Poetic, narrative and dramatic texts from a variety of cultures and centuries are complemented by theoretical readings such as Elaine Scarry's *Dreaming by the Book* and Bert O. States' *Dreaming and Storytelling*. The foundational principle of the course

is best expressed in the axiom of Robert Bosnak: The training of the imagination is a discipline just as important as the training of the mind. (Writing-intensive.) Prerequisite, two courses in literature or consent of instructor. Maximum enrollment, 20. Rupprecht.

356F Japanese Film. Identical to 256, with more advanced reading and writing assignments. (Same as Japanese 356.) Ortabasi.

371S Dante: *The Divine Comedy*, Then and Now. We will read the *Inferno*, *Purgatorio* and *Paradiso* and the *Vita Nuova* (New Life). Attention will be given to the influence of Vergil's *Aeneid* and Augustine's *Confessions* as well as to Dante criticism and the influence of Dante on early modern to post-modern art, music and literature, including such texts as *The System of Dante's Hell* by Imamu Amiri Baraka (LeRoi Jones). Prerequisite, two courses in literature. Rupprecht.

[379] The Latino/a Experience. For full description, see Spanish 379.

390S Topics in Feminist Criticism. What is the relationship of a socio-political movement like feminism to education? How is feminism a valuable lens of analysis for literary texts and culture? This course will take up these questions and relate issues of speech and silence to gender, race, class and sexuality. Readings will include works by authors such as Woolf, Irigaray, Cixous, Lorde, Anzaldua. (Writing-intensive.) Prerequisite, two courses in literature and/or women's studies, or consent of instructor. (Same as Women's Studies 390.) Maximum enrollment, 20. The Department.

[391] Practical Feminist Criticism: Across Gender/Sex/Race. Practical criticism of the novel, focusing on the impact of sexuality, gender and race as writer and reader construct the text. Emphasis on social construction in the historical formation of sexuality as it intersects with gender and race. Topics for discussion may include cross-dressing, gender-crossing and identity politics. Particular attention paid to the question of the extent to which a text may be said to exhibit a sexuality. Texts by such authors as Moraga, Lorde, Forster, Cather, Baldwin and Bartlett. (Writing-intensive.) Prerequisite, two courses in literature or consent of instructor. (Same as Women's Studies 391.)

[460F] Seminar: Narratives of Race. For full description, see English 460.

[474S] Seminar: Contemporary African-American Literature. For full description, see English 474.

475F Shakespeare Around the Globe: International Traditions and Experiments. The course traces Shakespearean drama up to and into the Globe Theatre and then around the Globe of the World. This international, comparative approach to Shakespearean tragedy, comedy, history and romance opens with attention to Greek, Latin, Arabic, Italian and English sources. It then proceeds to the study of contemporary critical perspectives and, principally, to world-wide translations, adaptations and film versions from the 17th to the 21st centuries. Special sessions are held on Shakespeare in East Asia and in Eastern Europe. Prerequisite, two courses in literature. (Same as English 475.) Rupprecht.

500F Senior Seminar: Time and Narrative. Willa Cather proposes that art is "a flash of arrested motion," frozen time. Reading contemporary fiction, one often thinks that art is fractured time. In either case, manipulation of time is central. This course will study time and its companion memory as both thematic and formal elements in narrative, as well as the different ways they are used in drama, film and opera. Included will be works by such authors as Emily Brontë, H. G. Wells, Chekhov, Faulkner, Duras, Robbe-Grillet and Borges; films such as *Run, Lola, Run* and *Memento*; and operas such as Debussy's *Pelléas et Mélisande*. Prerequisite, three courses in literature. Priority given to senior majors. Maximum enrollment, 12. P. Rabinowitz.

550S Senior Project. A project resulting in a thesis and supervised by a member of the department. Required of candidates for departmental honors. The Department.

Computer Science

Faculty

Richard W. Decker, *Chair*
Mark W. Bailey
Alistair Campbell
Stuart H. Hirshfield
Brian J. Rosmaita

A concentration in computer science consists of a course of study designed by the student in consultation with and approved by his or her concentration advisor. The concentration will include 10 courses, typically including 110, 111, 210, 220, 320, 330, 340, 410 and Mathematics 123. Concentrators fulfill the Senior Program requirement by taking 410. Students may earn departmental honors by distinguished achievement in courses counting toward the concentration and in 500.

A minor in computer science consists of 110, 111, two courses numbered 200 or higher and Mathematics 123.

Juniors and seniors without prior experience may enroll in 100, or 110 with permission of instructor.

Courses intended primarily for non-concentrators

100F,S Survey of Computer Science. An exploration of the major areas of the discipline, including the social and technological history of computers, the influence of the Internet, the nature of programming, the techniques involved in translating a program from a high-level language into machine language instructions and the principles involved in designing the hardware of a computer. Also explores the theoretical limitations of computation, and investigates the current state and future prospects of what might be called "intelligent programs." Maximum enrollment, 26. The Department.

[107S] Applications, Implications and Issues. A multidisciplinary exploration of the technology and social consequences of the Internet. Topics include the history and technology of the Internet and the Worldwide Web, the techniques and design patterns used to make Web pages and possible future influences that the Internet will have in public policy, social structures, economics, law and ethics. Maximum enrollment, 16.

Courses intended for both concentrators and non-concentrators

110F,S Introduction to Computer Science. An investigation of the process of program design, using the Java programming language. Along with learning the constructs of the language, particular attention is paid to the principles of effective program design and problem-solving techniques. Maximum enrollment, 26 per section. The Department.

111F,S Data Structures. A second course in object-oriented programming, concentrating on the common information patterns (linear and hierarchical, for example) that arise in many programs and the implementation of these structures in ways that are efficient in terms of memory space and running time. Provides a taxonomy of data structures and discusses measures of computational complexity of the algorithms used to manipulate the structures. Begins with a further investigation of Java and then introduces the C++ programming language. Prerequisite, 110 (or 241), Mathematics 123 (which may be taken concurrently) or placement by the department. Maximum enrollment, 26 per section. Decker.

Courses intended primarily for concentrators

207F Topics in Computer Science I. Study of an area in computer science. Content, differing from year to year, has included computer organization, neural networks and parallel computation. Prerequisite, consent of the instructor. May be taken more than once with the consent of the department. The Department.

210F Applied Theory. An investigation of the nature of computation. Topics include several models of computation, such as finite state machines, pushdown automata and Turing machines; discussion of computational complexity; and illustration of how these abstract models of computation may be applied to such language-recognition problems as lexical analysis and parsing. Prerequisite, 110 (or 241). Decker.

220F Principles of Programming Languages. Investigation into the nature of programming languages and the details of their implementation. Topics include the design and taxonomies of several programming languages and issues of efficiency, translation and operation. Prerequisite, 111 (or 242). Campbell.

270S Artificial Intelligence. Exploration of AI theory and philosophy, as well as a variety of algorithms and data structures, such as heuristic search strategies, logic, unification, probabilistic reasoning, semantic networks and knowledge representation. Topics include application areas such as natural language understanding, computer vision, game playing, theorem proving and autonomous agents. Prerequisite, 111 (or 242). Campbell.

307S Topics in Computer Science II. An intensive study of an advanced area of computer science. Content, differing from year to year, is typically chosen from cryptography, system programming, database theory and computer graphics. Prerequisite, consent of the instructor. May be taken more than once with the consent of the department. The Department.

320F Computer Architecture. Study of the major hardware components of modern computer systems and the implications of their interactions. Topics include cache memory, disk drive technology, chip manufacturing, microprogramming, performance analysis and digital logic. Prerequisite, 111 (or 242). Some programming is required. Bailey.

330S Algorithms. Discussion of the canon of "standard" algorithms, including the major categories such as divide-and-conquer and dynamic programming, and evaluation of the efficiency of algorithms in terms of their use of two scarce resources, space and time. Prerequisite, 111 (or 242) and Mathematics 123 or placement by the department. Decker.

340S System Software. Study of programs that support application development, covering such topics as compilers, debuggers, linkers, error correcting codes, memory management, window systems, process scheduling and garbage collection. Prerequisite, 111 (or 242), 210, 220. Some programming is required. Hirshfield.

410F Senior Seminar. Practicum in which students provide computer expertise and support for ongoing faculty research and curricular projects. Topics include software engineering analysis, design, coding, testing, maintenance and documentation. Open to senior concentrators only. Hirshfield.

500S Honors Project. A semester-length research project. Open to qualified senior concentrators. Prerequisite, permission of the department. The Department.

Critical Languages

Faculty

Mary Beth Barth, *Program Director*

Special Appointments

Anat Glick *(Hebrew)*

Eugenia C. Taft *(Italian)*

All language courses are taught in the foreign language with very little use of English. Language study requires daily practice (written, verbal and aural) and conscientious preparation in order to participate fully in highly interactive classes.

Additional languages (Arabic, Swahili, Swedish) are offered under a self-instructional format contingent upon student tutor availability, suitable materials and an outside examiner. The student tutor is not a "teacher" in the usual sense. Students, therefore, are expected to exercise the self-discipline and motivation required of independent work. Students meet three times a week in small groups with a native speaker (a Hamilton student) of the language. Courses follow established curricula and are not self-paced. In addition to being highly motivated and self-directed, students must be willing to make a daily commitment to the rigorous study and practice of the language through the use of written, recorded and computer materials. Course grades are determined by mid-term and final evaluations, given by external examiners.

Information on languages offered other than Italian and Hebrew will be available the first day of classes, Monday, Sept. 2, at the CLP General Meeting at 4 p.m. in CJ 309. Class schedules are established at that time.

110F-120S First-Year Italian

130F-140S Second-Year Italian

107F-108S First-Year Hebrew

East Asian Languages and Literature

Faculty
De Bao Xu, *Chair* (F)
Hong Gu
Alister Inglis
Hong Gang Jin (F,S)
Massaki Kamiya
Kyoko Omori
Yin Zhang

Special Appointments
Toshihiro Asai
Hsiu-hsien Chan
Hongwei Lu

The East Asian Languages and Literature Department offers courses in the Chinese and Japanese languages, literatures and cultures, a Chinese concentration and a study abroad program, Associated Colleges in China (ACC). Courses offered focus on language acquisition and proficiency, and introduce students to the cultures and civilizations of both countries, especially as they are expressed through languages. As much as possible, the first-year courses are taught in the target languages, while the upper-level courses are entirely conducted in Chinese or Japanese. The Chinese concentration emphasizes work in the original language as keys to understand China and China-related issues, aiming at preparing students for further studies in graduate schools; professional careers in international trade, government service, diplomacy, private business, journalism and other related fields.

A concentration in Chinese consists of nine courses numbered 140 or higher, 150, 220, 300, a 400-level course taken in each semester of the senior year and a required senior project (550). A civilization or cultural course offered by another department and concentrating on China may satisfy the 150 requirement. A Chinese minor requires five courses numbered 140 or higher, including 150, 220 and 300.

Students of Chinese and Japanese are strongly encouraged to participate in study abroad programs in China and Japan. Students of Chinese are eligible for the Associated Colleges in China (ACC), a study abroad program in Beijing administered by the East Asian Languages and Literature Department. The program emphasizes studying the Chinese language through individualized instructions with a high level of participation and interaction. The courses of ACC are taught entirely in Chinese and encompass topics in advanced language, Chinese society, economy, politics, religion, art and literature. Prerequisite: two semesters of Chinese and a course in Chinese culture, civilization or politics, and permission of the ACC director. The program is open to sophomores, juniors and first-semester seniors. It is in principle a full-year program (summer, fall and spring); however, application may be made for any of the three sessions.

Students of Japanese are eligible for recommended study abroad programs such as Kyoto Center for Japanese Language or Japan Center for Michigan Universities.

Study of the Chinese and the Japanese languages in the East Asian languages and literature also satisfies the language requirement of the Asian Studies Program. Students are encouraged to strengthen their understanding of cross-cultural issues by integrating their language studies with courses offered within Asian studies.

Students interested in beginning or continuing their Chinese or Japanese language studies should make an immediate start with the 100- or 200-level courses or consult with the departmental chair.

All 100, 200 and 300 level courses taught in English are open to juniors and seniors without prerequisites.

Chinese

110F First-Term Chinese. An introduction to spoken and written modern Chinese through conversational drills, comprehension, reading and writing practice in classwork and homework. Chan and Zhang.

120S Second-Term Chinese. Continued work in speaking, listening and reading. Emphasis on patterns that facilitate speaking and reading. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 110. Chan and Zhang.

130F Third-Term Chinese. Comprehensive review of grammar and development of language skills through communicative teaching. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 120 or consent of instructor. Chan and Zhang.

140S Fourth-Term Chinese. Continuation of third-term Chinese. Development of spoken and written skills, as well as familiarity with current Chinese culture. Class discussions in Chinese. Four hours of class, with additional laboratory work. Prerequisite, 130 or consent of instructor. Chan and Zhang.

145F Chinese Calligraphy: Theory and Practice. An introduction to the art of Chinese brush writing along with the four treasures of the scholar's studio: brush and ink, inkstone and paper. The emphasis is on theory. Two weekly lectures will focus on the history of Chinese calligraphy, its appreciation and relevant aesthetic concepts. To enhance student's understanding of technical issues, practical sessions will supplement the lectures. During these sessions, students will be guided in the use of a brush from simple exercises to exhibition pieces. A variety of script styles will be taught including "block" (kaishu) and "running" (xingshu) scripts. Taught in English. Inglis.

150F Introduction to Chinese Culture, Society and Language. A survey of both traditional and modern Chinese cultural values through the examination of geographical conditions, historical background, literary and artistic expressions, popular customs and language. Taught in English. Gu.

200F Advanced Chinese I. Designed for students who wish to use the Chinese language beyond the everyday conversation level. Concentrates on subtleties of Chinese grammar and builds a vocabulary through extensive use of short texts. Includes expository writing. Four hours of class, with additional tutorial and laboratory work. Taught primarily in Chinese. Prerequisite, 140 or consent of instructor. The Department.

[202] Chinese Films and Society. A study of modern Chinese society through examination of films from 1930 to the present. Major themes include the role of family and kinship, the status of intellectuals, the dynamics of the Chinese urban-rural relationship, issues concerning women and children, problems of daily life and other aspects of Chinese culture. Taught in English.

205S Contemporary Chinese Cinema. This course introduces contemporary Chinese cinema, centering upon most recent films made in Mainland China, Hong Kong and Taiwan. Topics include analysis of visual-aural spectacles and their aesthetic merits against a backdrop of materials that deal with historical conditions, ideological underpinnings, cultural practices and social-economic transformation in the era of globalization. Lectures and discussions. Taught in English. Lu.

210S History of Modern Chinese Literature. This course examines the development of modern Chinese literature from May Fourth Movement (1919) to the present, focusing on fiction from Mainland China but writers from Taiwan, Hong Kong and overseas will be included. The primary goal of the course is to familiarize students with as much of the most representative literary works of 20th-century China and branch out to topics in historical, sociological and cultural studies and gender analysis. Lectures and discussions. Taught in English. Lu.

215F Chinese Literature in Translation. Study and analysis of pre-modern Chinese literature in English translation. Texts will be selected from far antiquity to the Qing Dynasty (1644-1911). Lectures will introduce authors, major genres and theories in their social and historical context, while tutorials will be spent reading and discussing samples of significant texts. Students will have the opportunity to give oral presentations in class and will be expected to keep abreast of prescribed reading. Lectures and discussion. Taught in English. Inglis.

220S Advanced Chinese II. Continuation of Advanced Chinese I, with emphasis on helping students make the transition from textbook to an advanced level of competence for reading periodicals and journals in China. Discussion, written and oral work. Taught in Chinese. Prerequisite, 200 or consent of instructor. The Department.

[300F] Contemporary China. A study of present-day Chinese society dealing with issues of economic reform, single-child generation, marriage, family and Western influence. Discussion, written and oral work. Taught in Chinese. Prerequisite, 220 or consent of instructor.

320S Chinese Press and Television. Study and analysis of selected multimedia materials from the Chinese press and television broadcasting dealing with social conflicts between traditional Chinese values and Western influence, the old socialist system and new privatization, natural earthy life and modern technology. Oral presentation required, written and oral work. Taught in Chinese. Prerequisite, 300 or consent of instructor. The Department.

360S Readings in Modern Chinese Literature. Study and analysis of selected modern works from 1949 to the present within the sociopolitical and intellectual context. Discussion, written and oral work. Taught in Chinese. Prerequisite, 220 or consent of instructor. The Department.

400F The Changing Face of China. Study and analysis through selected journals and magazines. Students will examine aspects of the changing face of China, including in-depth coverage of population, housing and employment policies. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. The Department.

420S Selected Readings in China's Post-Cultural Revolution Literature. Study and analysis of selected literary and cultural works from various schools of post-Cultural Revolution writers, including poetry, prose, short stories and novels from 1978 to the present. Lectures, discussions and written reports. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. The Department.

430F Masterpieces of Chinese Literature. Reading and discussion of the masterpieces from Chinese literature including essays during the early Qin and Han dynasties, poetry and prose from the Tang and Song dynasties, the novels from the Ming and Qing dynasties. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. Lu.

445S Classical Chinese Language and Culture. Study and analysis of selected readings from Confucian and Taoist classics and other literary, philosophical and historical texts. Attention given to linguistic analysis and intellectual patterns and to problems of translation. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. Xu.

[470S] History of Chinese Language. Study and analysis of the development of Chinese language from Ancient Chinese (221 BC), Middle Chinese (601 AD), Early Mandarin (1324), to Modern Chinese (1919). Attention given to the evolution of sound, grammar, lexicon and character system throughout the 2,000 years. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor.

490S Advanced Readings in Chinese Literature, History and Philosophy. Continuation of the study of Chinese literature, history and philosophy. Attention given to the in-depth reading and analysis of selected texts. Taught in Chinese. Prerequisite, 445 or consent of instructor. The Department.

550 Senior Project. A research project using sources in Chinese culminating in a paper, designed by the student, in consultation with at least two members of the East Asian Languages and Literature Program. Students are expected to develop analytical and linguistic skills in the Chinese language through culture study in upper-level coursework and/or study abroad. The Department.

552S Honors Project. Independent study programs, consisting of the separate preparation and oral defense of a paper, for students who qualify as candidates for program honors. Only students having an average of at least 88 in courses counting toward the foreign languages concentration at the end of the first semester of the senior year may qualify. The Department.

Japanese

110-120F,S Elementary Japanese. Introduction to basic structures and vocabulary. Emphasis on oral communication, with practice in reading and writing, using the two syllabaries (hiragana and katakana) and about 100 Chinese characters. Credit given for completion of one term. Kamiya and Omori.

130-140F,S Intermediate Japanese. Completion of presentation of the basic structures of the language. Continued emphasis on oral communication, with practice in reading simple texts. An additional 500 characters will be introduced by the end of the term. Prerequisite, 120 or consent of instructor. Kamiya and Omori.

150F Introduction to Japanese Culture and Language. This course surveys Japanese cultural norms and values via an examination of Japanese history, philosophy, religion, customs, literature and art, and language. The purpose of this course is to provide substantial knowledge on Japan and to facilitate an appreciation of the Japanese culture and related issues. Taught in English. Kamiya.

200-220F,S Advanced Japanese. Increasing emphasis on written Japanese, with acquisition of an additional 500 Chinese characters. In the second term of the sequence, guided practice given in reading unedited modern texts. Prerequisite, 202 or consent of the department. Kamiya, Omori.

221F Survey of Japanese Literature I. For full description, see Comparative Literature 221.

235F Love, Family and Loneliness in Modern Japanese Literature. Although love has always been a central theme and impetus in Japanese literature, this course focuses on how Japanese writers of the modern period (late 19th century to the present) depict the struggles of modern Japanese over new concepts and forms of "love" and relationships to others. Readings include representative works by Natsume Soseki, Nobel prize-winner Kawabata Yasunari, Tanizaki Jun'ichiro, Mishima Yukio, recent Nobel laureate Oe Kenzaburo and Yoshimoto Banana. Readings and discussion in English. Omori.

256F Japanese Film. For full description, see Comparative Literature 256.

356F Japanese Film. For full description, see Comparative Literature 356.

401F Readings in Japanese. Reading in literary and non-literary modern texts and mastery of the remaining Chinese characters on the joyo kanji list of 1,945 characters. Prerequisite, 302 or consent of the department. Kamiya.

Economics

Faculty

Erol M. Balkan, *Chair*
Nesecan Balkan
James Bradfield
Christophre Georges
Paul A. Hagstrom
Elizabeth J. Jensen
Derek C. Jones (F,S)
Tolga Koker
Ann L. Owen
Jeffrey L. Pliskin
Richard Stahnke
Julio Videras
Stephen Wu

Special Appointment

Sidney Wertimer, Jr.

A concentration in economics consists of 101,102, 265, 275, 285 and four elective courses. Concentrators must complete a Senior Project in one of the ways described below. The Senior Project may be used as one of the four elective courses. The four elective courses must include at least two courses at the 400-level or above other than 426 and 499 and cannot include both 251 and 330. Concentrators must complete 265, 275 and 285 by the end of the junior year so that they may apply these analytical tools in their 400-level courses. Additionally, 265, 275 and 285 must be taken at Hamilton. Exemption from these requirements is granted only in unusual cases. All concentrators are strongly encouraged to take Math 113 or the equivalent. For students who have taken the sequence in mathematical statistics (Math 251 and 352), Economics 400 can be substituted for Economics 265 in the requirements for the major.

Students planning graduate work in economics should consult a member of the department for specific advice. They should take 400, selections from the other 400-level courses, 560 and obtain as strong a background in mathematics as possible. The sequence in calculus and linear algebra is required by virtually all good Ph.D. programs in economics; additional work in mathematics, such as courses in differential equations and real analysis, is strongly recommended. Students who plan to study for an MBA should complete at least one semester of calculus and should consult "Information for Prospective MBA Students," a document available at the Career Center Web site, for additional recommendations.

The Senior Project can be satisfied either by a Senior Thesis or by a project in a designated course. The Senior Thesis is a written report of a project containing original work. Students writing a thesis must enroll in 560 (Research Seminar). Projects in designated courses require a paper or a series of papers demonstrating a mastery of advanced methods, an understanding of the scholarly literature on a topic or an understanding of the evolution of important issues in the discipline.

Departmental honors will be awarded to concentrators who demonstrate superior performance in economics, as evaluated by members of the department. To be eligible for honors, a student must complete 400 and 560, have a grade point average of at least 88 for all courses taken in the department and write an outstanding Senior Thesis.

A minor in economics consists of 101, 102, 275, 285 and one additional economics course. If the student's concentration is in public policy, Economics 101, 102, 275 and 285 cannot count in both the student's concentration and the minor. These courses will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the chair of the Economics Department in consultation with the director of the Public Policy Program.

Seniors may not preregister for Economics 101 but may add this course at the beginning of each semester, space permitting.

101F,S Issues in Microeconomics. The price system as a mechanism for determining which goods will be produced and which inputs employed; profit-maximizing behavior of firms under differing competitive conditions; pricing of factors of production and

income distribution; taxation, discriminatory pricing and government regulation; theory of comparative advantage applied to international trade. Some sections will be Proseminars. Not open to students who have taken 110. Bradfield, Georges, Stahnke, and Wu (Fall); Bradfield, Videras and Wu (Spring).

102F,S Issues in Macroeconomics. Gross domestic product: its measurement and the determination of production and employment levels; the role of the government in the economy, particularly fiscal policy; the money supply, monetary policy and inflation; foreign exchange rates. Prerequisite, 101. Not open to students who have taken 100. Koker and Stahnke (Fall); E. Balkan, Koker and Pliskin (Spring).

251F Introduction to Public Policy. For full description, see Public Policy 251.

265F,S Economic Statistics. An introduction to the basic concepts of probability and statistics. Topics include descriptive statistics, probability theory, estimation, hypothesis testing and linear regression. Computer laboratory will make use of statistical software packages. 150 minutes of lecture and 75 minutes of laboratory. Prerequisite, 102 or consent of instructor. No previous experience with computers required. Not open to senior concentrators. Maximum enrollment, 20. Videras (Fall); Hagstrom (Spring).

275F,S Microeconomic Theory. The theory of consumer behavior. Theories of the firm and market structures, and of resource allocation, pricing and income distribution. General equilibrium and economic efficiency. Prerequisite, 102. Not open to senior concentrators. Jensen (Fall); Pliskin (Spring).

285F,S Macroeconomic Theory. Theories of business cycles and economic growth. Theories of monetary policy, budget and trade balances, aggregate consumption and investment activity, unemployment, inflation, technological change and productivity growth. Prerequisite, 102. Not open to senior concentrators. Owen (Fall); Georges (Spring).

316F Globalization and Gender. Analysis of globalization and its impact on the economic experience of women. Topics include the definition of globalization with particular emphasis on economic globalization; restructuring in the industrialized economies; gender-related issues in the labor markets of industrialized countries, such as occupational segregation, wage gap, feminization of the labor process; structural adjustment and case studies of female labor participation in the Third World. Prerequisite, 102. (Same as Women's Studies 316.) N. Balkan.

[325F] Comparative Economic Systems. A comparative analysis of economic systems and criteria for evaluation. An examination of market, command, mixed and market socialist economies. Emphasis on problems of transition in former communist countries and Japan and Germany compared to the United States. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20.

330F Accounting. Study of how the financial transactions of a business firm are usually classified, analyzed, recorded and interpreted. Emphasis on the theory and function of accounting, with bookkeeping techniques introduced as a means to this end. Open to sophomores, juniors and seniors only. Wertimer.

331S International Trade Theory and Policy. Theoretical and empirical analysis of the pattern of international trade and international trade policies. Emphasis on theoretical models used by economists to study international trade issues. Topics include the determinants of the pattern of international trade, immigration, foreign direct investment, the gains from trade, tariffs, quotas, voluntary export restraints, dumping, subsidies, trade-related intellectual property rights, international labor standards, trade and environmental issues, the WTO, customs unions, free trade agreements and trade adjustment assistance. Prerequisite, 102. Not open to students who have taken 431. Koker.

340S Economic Development. Analysis of the process of development in Third World countries. Topics include alternative theories of development; growth, poverty

and income distribution; unemployment, urbanization and migration; agricultural transformation; industrialization and trade; globalization of production; education and women in development; sustainable development; third-world debt crisis. Prerequisite, 102. Stahnke.

346S Monetary Policy. A study of the goals, strategies and tactics of monetary policy. The interaction of the central bank with financial markets, the tools and the transmission mechanism of monetary policy, the money supply process, the structure of the Federal Reserve System and the international financial system. Emphasis on policy application. Prerequisite, 102. Maximum enrollment, 24. Owen.

350F Economics of Poverty and Income Distribution. A study of domestic poverty and of government programs designed to address poverty. Topics include the definition and measurement of poverty, the factors associated with becoming poor and the design, purpose, financing and individual incentive effects of various state and federal public assistance programs, as well as their effectiveness in reducing the incidence or duration of poverty. Prerequisite, 102. Maximum enrollment, 24. Hagstrom.

360F Health Economics. An analysis of the economics of health and medical care, with particular emphasis on the provision of health care in the United States. Topics include the structure of public and private health insurance programs, financing the rising costs of medical care and the impact of health status on labor supply and retirement decisions. The course will relate these issues to current public policy debates surrounding the health care profession. Prerequisite, 102. Wu.

[365F] Economic Analysis of American History. An examination and explanation of the development of the American economy, focusing on the period from 1840 to 1975. Topics include the economics of slavery and share cropping, the rise of big business, the development of banks and the causes of the Great Depression. Prerequisite, 102.

[370S] European Economic History. A survey of some major developments in the evolution of the European economies. Topics include the transition from feudalism to capitalism, the Industrial Revolution, the economic integration of Europe and the relationship between technological change and economic development. Special attention is paid to the institutional arrangements conducive to, and the distributional consequences of, economic growth. (Writing-intensive.) Prerequisite, 102. Maximum enrollment, 20.

[375F] History of Economic Thought. A survey of economic theory and methodology from the early Greeks to the present. Discussion of the ideas of major economic writers such as Smith, Marx, Marshall and Keynes, with attention paid to historical context as well as relevance to current economic debates. Prerequisite, 102.

380S Environmental Economics. Examination of critical issues in environmental and natural resource policy from the perspective of economic theory. Consideration of such immediate issues as curtailing pollution, conserving endangered species and their habitats, and the proper management of natural resources. Broader topics also considered, such as the attainment of a sustainable economy and our responsibility toward future generations. Prerequisite, 102. Videras.

[381S] Theories of Political Economy. Contending philosophies and perspectives in modern Western thought: conservatism, liberalism and radicalism. Competing politico-economic theories derived from these perspectives and their implications for contemporary policy issues, including government and markets, inflation and unemployment, race, gender, education, environment, poverty and inequality. Prerequisite, 101.

[385S] Philosophy and Economics. A critical exploration of selected philosophical and methodological issues that have surfaced in the history of economics. Topics include alternative methodological approaches, the scientific character of economics, the rationality of economic agents, the formation of expectations under uncertainty, the optimality of economic outcomes and the role of values in economic analysis.

400F Introduction to Econometrics. An introduction to econometric methods that are frequently used in applied economic research. Emphasis on interpreting and critically evaluating empirical results and on establishing the statistical foundations of widely used econometric methods. Topics include the classical linear regression model, functional form, dummy explanatory variables, binary choice models, heteroskedastic and autocorrelated disturbance terms, stochastic regressors and an introduction to simultaneous equation models. Three hours of class and 75 minutes of laboratory. Prerequisite, 265 or Mathematics 352. Pliskin.

425F Theory of Financial Markets. Application of microeconomic theory to describe optimal portfolio construction and the equilibrium risk/return tradeoffs exhibited in security markets. Comparison of the capital asset pricing model, the arbitrage pricing model and various factor models on both theoretical and empirical grounds. Pricing of options and futures contracts. Analysis of real options approach to investment under uncertainty. Special topics may include corporate takeovers, insider trading, performance of mutual funds, use of options and futures contracts for hedging, relationship between capital structure and corporate governance, and topics chosen by students. Prerequisite, 265 and 275 or equivalent, or consent of instructor. May be used as basis for Senior Project. Bradfield.

426S Seminar in Financial Economics. Using oral presentations supplemented by brief papers, students will exposit and synthesize articles from the scholarly literature in financial economics. Most of the expositions will be by teams. Each student will also write a term paper analyzing the articles presented and placing those works in the wider contexts of financial economics and microeconomics. Emphasis on the generality of the application of fundamental principles of microeconomics to theoretical and empirical questions in financial economics. Prerequisite, 425 or consent of instructor. Maximum enrollment, 12. Bradfield.

[430F] Topics in Macroeconomics. An advanced treatment of selected current issues in macroeconomics. Comparisons of different theoretical and empirical approaches to explaining recent recessions and trends in economic growth, unemployment, inflation and income inequality. Prerequisite, 265, 275, 285 and Mathematics 113, or consent of instructor. May be used as basis for Senior Project.

[431S] International Trade. Theoretical and empirical analysis of international trade and trade policies. Traditional as well as modern trade theories focusing on the links between international capital markets, international trade flows and domestic income, employment and prices. Policy issues include specific trade policies and protectionism within the context of international economic institutions such as GATT/WTO, NAFTA, the EU. Case studies on protectionism, free trade agreements, environmental protection and foreign direct investment. May be used as basis for Senior Project. Prerequisite, 265, 275, 285. Not open to students who have taken 331. Maximum enrollment, 20.

432S International Finance. Survey of international financial markets in both theory and practice. Topics include optimal monetary and fiscal policy in an open economy and central banking; international financial markets for foreign exchange; Eurocurrencies and international bonds; the nature and operation of the principal international financial institutions; international debt issues and country risk. Prerequisite, 265, 275, 285. May be used as basis for Senior Project. Maximum enrollment, 20. E. Balkan.

435S Industrial Organization Theory and Applications. Theoretical and empirical analysis of firm conduct with emphasis on firms in oligopolistic industries. Examination of conduct primarily, but not entirely, from a game theory perspective. Exploration of business practices such as product differentiation and advertising, research and development, and price discrimination. Prerequisite, 265 and 275 or consent of instructor. May be used as basis for Senior Project. Maximum enrollment, 20. Jensen.

[440S] Public Economics. Analysis of the role of government in the economy from both the expenditure side and the income (tax) side. Topics include the theory of optimal taxation, the effects of different tax schemes on firms, households and the government budget, the provision of public goods such as highways, public education, national defense or parks and the fundamentals of government budgetary policy. Prerequisite, 275. May be used as basis for Senior Project. Maximum enrollment, 20.

445F Economic Growth. Why are some countries so rich while others are so poor? This course explores this question in-depth, focusing on the difference in living standards both across and within countries. Topics include the effects of income distribution, technology, population growth, international trade, government policy and culture on the level and growth of per capita income. The course uses both theoretical and empirical methods. Prerequisite, 265, 275, 285 and Mathematics 113 or consent of instructor. May be used as basis for Senior Project. Maximum enrollment, 20. Owen.

450S Economics of Information and Uncertainty. A study of economic behavior under conditions of incomplete information and uncertainty. Topics include problems of moral hazard and adverse selection in agency theory and signaling models, sequential games of incomplete information, bilateral bargaining and reputation. Applications include the market for used cars, optimal insurance contracts, financial bubbles, credit rationing, bank runs and the value of information. May be uses as basis for Senior Project. Prerequisite, 265, 275 and Mathematics 113 or consent of instructor. Maximum enrollment, 20. Stahnke.

460F Game Theory and Economic Behavior. An introduction to theories of strategic behavior as they have been developed and applied in economics. Applications include strategic behavior in oligopolistic markets, auctions, wage bargains, trade policy, standards setting and the provision of public goods. May be used as basis for Senior Project. Prerequisite, 265 and 275. Maximum enrollment, 20. Georges.

[491F] Application of Labor Economics. An advanced treatment of selected theoretical and empirical questions concerning labor markets. Prerequisite, 275 or consent of instructor. May be used as basis for Senior Project. Maximum enrollment, 20.

560S Research Seminar. Each student works intensively on a topic chosen in consultation with the instructor. Weekly meetings held to hear progress reports and to discuss research techniques pertinent to student topics. Candidates for honors must complete this course. Prerequisite, 265, 275, 285, 400 and permission of the department. Maximum enrollment, 12. Owen and Wu.

Education Studies

Faculty

Susan A. Mason, *Chair (Oral Communication)*
Esther S. Kanipe *(History)*
Timothy J. Kelly *(Mathematics)*
Chandra T. Mohanty *(Women's Studies)*
David C. Paris *(Government/Vice President for Academic Affairs and Dean of the College)*
Mitchell L. Stevens *(Sociology)*

Special Appointments
Gilman Whiting
Kim Wiczorek

The Minor

Characterized by an inquiry-oriented approach to the field of education, coursework in this interdisciplinary minor is integrated into, rather than separated from, the liberal arts curriculum of the College. This course of study is recommended for students who are interested in school administration, public policy and education, school counseling, design and development of curriculum, educational assessment, K-12 private school teaching, graduate studies leading to New York State initial teaching certification, requirements for provisional teaching certification in states outside of New York and other related fields. Support from local public school districts allows students to complete upward of 120 hours of field experience in the elementary, middle and/or secondary school environments. Credit-bearing field experiences are directed and governed by the Education Studies Program Committee.

The minor in education studies consists of 200 and four courses from those listed below, and culminates in a final exhibition and/or portfolio presentation to be evaluated and assessed by the Education Studies Program Committee and completed during the spring semester of the student's senior year.

Courses composing a student's minor in education studies must be approved by the Education Studies Program Committee according to their relevance to the student's interests and goals. No more than one unit of course work from the variable credit course 350 may be applied toward the minor. Other than education studies courses, no more than two courses from a single department may be applied toward the minor. Courses applied toward meeting concentration requirements may not be applied toward a minor in education studies. Placement for 370 is contingent upon the student achieving at least an 82% (B-) overall GPA and the approval of the chair of the Education Studies Program Committee.

As each student's interests and needs are unique, specific course selections will be individually determined with guidance and approval from a member of the Education Studies Program Committee.

[200F] Issues in Education. A formal exploration of the integrated practices of teaching and learning. Study of the role that system-wide assumptions play in establishing overall curricular and instructional goals and the roles that individual teachers and students play in determining how those goals are realized. Consideration of several contemporary educational issues from historical, philosophical, scientific, multicultural and pedagogical perspectives. Includes lecture, discussion and small-group interaction. (Writing-intensive.) Open to sophomores, juniors and seniors only. Maximum enrollment, 20.

205F Introduction to Disability Studies. An exploration of the interdisciplinary field of disability studies, including the problem of defining disability, the history of attitudes toward and treatment of persons with disabilities and the complex social and philosophical questions surrounding justice for persons with disabilities and their place within American society. Special attention to the perspective of persons with disabilities to issues of race, class, gender and sexuality, and to the differences in

impairment. A formal internship is required and is graded as part of the course. (Proseminar.) Not open to first-year students. Maximum enrollment, 16. Kanipe.

310F,S Education Field Experience. Systematic examination, analysis and evaluation of education within a specific public school system. Focus on the intersection of factors including classroom instruction, school structures, public policies and decision-making prerogatives. Weekly off-campus field experiences. Open to students who have declared an education studies minor or permission of instructor. One-quarter course credit. Maximum enrollment, 20. Mason.

333F Principles of Instructional Communication. Study of theoretical and practical elements of classroom communication. Strategic approaches to the design, development and assessment of learner-centered interactions. Topics include planning and organizing instructional messages, adapting to learner styles, Socratic discourse, integrating communication technologies and teacher prerogatives. Experiential sessions and videotaping. Three hours of class, two hours of lab. Maximum enrollment, 18. Whiting.

350F,S Ethnography of Learning Environments. Systematic observation of a specific learning environment. Examination of classroom discourse and the development and analysis of curriculum. Assessment of the effect social context and relationships have on the enactment of teaching and learning. Prerequisite, consent of instructor. Variable credit. Maximum enrollment, 15. Mason.

370F,S Education Practicum. Applied field experience in a K-12th grade functional area, including classroom instruction, guidance counseling or school administration. Mentored activities with education professionals. Semester-long placements directed toward analysis and evaluation of educational theories in practice. Prerequisite, consent of instructor. Maximum enrollment, 15. Wieczorek.

395 Clinical Teaching Intensive Special Needs. Each student is assigned full-time teaching responsibilities, under supervision, in a setting with learners with intensive special needs. Includes extensive practicum experience with a focus on teaching and case management. Papers and attendance at weekly seminars required. Course available to students enrolled in the cooperative program at the New England Center for Children; earns two course credits. Evaluated Satisfactory/Unsatisfactory.

Anthropology
270 The Ethnography of Communication
360 U.S. Discourses I: Race, Ethnicity and Class

Classical Studies
350 The Roman Historians

Computer Science
107 Applications, Implications and Issues

English
310 Seminar: Expository Writing

Government
275 Public Education: Policy, Politics and Ideology

Philosophy
222 Race, Gender and Culture
236 Philosophy of Education
271 Ethics of Professions and Practices
430 Seminar in Epistemology: The Problem of Knowledge

Psychology
205 Introduction to Brain and Behavior
211 Child Development
216 Social Psychology
221 Gender Development
235 Educational Psychology
250 Practical Aspects of Learning and Cognition
310 Attention and Performance
315 Cognitive Psychology
324 Developmental Psychology
335 Social and Emotional Development
380 Educational and Psychological Assessment

Rhetoric and Communication
230 Small-Group Communication
341 Organizational Communication

Sociology
202 Sociology of Education

Spanish
379 The Latino/a Experience

Women's Studies
385 Seminar on Theory and Politics of Education

English

Faculty

Nathaniel C. Strout, *Chair*
Gillian Gane (F,S)
Naomi Guttman
Tina M. Hall
Christina Heckman
Catherine G. Kodat
Doran Larson
Dana Luciano
Vincent Odamtten
Onno Oerlemans
John H. O'Neill
Patricia O'Neill
Margaret O. Thickstun
T. Edward Wheatley
Steven Yao

Special Appointments

Austin E. Briggs, Jr.
Eileen Moeller
Sharon Williams

The Department of English offers two concentrations, one in literature written in English and one in creative writing. Concentrators must fulfill the language requirement described below.

English

A concentration in English consists of nine courses in literature written in English, including 150 and three courses from among the following genre courses—204, 205 206—and the following single-author courses—222, 225, 228; at least one course must be from each group. (475 may be substituted for 225.) Concentrators must take at least three courses at or above the 300-level, including at least one from among 323, 324, 327, 330, 335 and 352, and a seminar taken in the spring of the senior year. The following courses do not count toward the concentration or minor in literature: 110, 215, 270, 304, 305, 310 and 419. With the permission of the department, students may use one upper-level course in a foreign literature in the original language as one of the required literature credits.

Students who do not take 150 should note that 310 does not require a prerequisite. Students may also substitute for 150 one of the following courses as a prerequisite for courses in literature: any writing-intensive course offered by the Department of Comparative Literature; French 200, 211, 212; German 200, 210, 220; Spanish 200, 210, 211. Students should also be aware that 206, 225, 256, 266 and 267 permit other alternatives to 150 as a prerequisite (see course descriptions for details). Students who did not take 150 and wish to concentrate or minor in English must consult with the department chair.

Students who have an 88 average or better in the concentration at the end of the fall of the senior year may elect to write an honors thesis in the spring. The department will recommend honors for concentrators who earn a cumulative average of 88 or better in the courses they take for the concentration and who receive an 88 or better on the honors thesis. Honors candidates are expected to complete coursework in each of the three genres: prose fiction, drama and poetry.

A minor in English consists of 150; one course from among 204, 205, 206; one course from among 222, 225, 228; and two electives, one of which must be at or above the 300-level. Students concentrating in creative writing may not minor in English.

A student considering certification in secondary education should complete 215 and either 110 or 310, in addition to the concentration requirements in literature. Students seeking advice about teacher education may consult with Margaret Thickstun or Susan Mason.

The Senior Program in English requires all concentrators to complete a 400-level seminar in literature during the spring of their senior year. At least one course from among 323, 324, 327, 330, 335, 352 must be completed before the senior seminar.

Creative Writing

A concentration in creative writing consists of nine courses: five in literature written in English, including 150, 204, 205 and two electives, one of which must be 323, 324, 327, 330, 335 or 352; and four courses in creative writing (215, 304, 305 and 419). Students may take no more than one writing course a term; those who wish to concentrate must take 215 by the end of the sophomore year. The following courses do not count toward the concentration or minor in creative writing: 110, 270 and 310. Students who plan to concentrate in creative writing and who are also considering study abroad should discuss their plans with the chair of the department as early as possible, and no later than the fall semester of their sophomore year. Students who wish to concentrate or minor in creative writing and who have not taken 150 must take 204 before taking 215. Alternative prerequisites are not permitted for 215 or other courses in creative writing.

The department will recommend honors for concentrators who earn a cumulative average of 88 or better in the courses they take for the concentration (the cumulative average in 215, 304, 305 and 419 must also be an 88 or better) and who earn a grade of 88 or better on a senior honors project, taken in the fall semester. Normally students must complete 304 and 305 by the end of the junior year to be eligible for honors. A minor in creative writing consists of 150, 215, either 204 and 304, or 205 and 305, and one additional course in creative writing at or above the 300-level. Students concentrating in English may not minor in creative writing.

The Senior Program in creative writing consists of the Seminar in Creative Writing (419).

Language Requirement

Concentrators in English and creative writing must fulfill a language requirement, following one of three options:

1) completion of college coursework in a language other than English through the fourth-semester level (for example, French 140), or demonstration of equivalent competence on a placement exam accepted by Hamilton;

2) completion of college coursework in a language other than English through the third-semester level (or demonstration of equivalent competence on a placement exam accepted by Hamilton) and completion of one of the following: English 293, Anthropology 125, Anthropology 201 or another linguistics course approved by the Department of English;

3) completion of both a course in Old English (in the original) and a course in the history of the language, taken at Hamilton (293) or approved for transfer credit.

Courses in Expository Writing

110F Written Argument. Focus on composing coherent written argument at the college level, with particular attention to the development and presentation of evidence. Constant practice in short essay writing and revising, and frequent peer review. Topics for sections are printed in the preregistration booklet. (Writing-intensive.) (Proseminar.) Open to first-year students only. May not be counted toward the concentration or minor in English or creative writing. Maximum enrollment, 16. Thickstun and Williams.

270F Public Affairs Journalism. Theory and practice of news writing, with an emphasis on the political and social aspects of hard news reporting in a nation where a free press is cast as a necessary aspect of democracy. (Writing-intensive.) Prerequisite, 150 or any writing-intensive course in literature, history or government. May not be counted toward the concentration or minor in English or creative writing. Open to sophomores, juniors and seniors. Maximum enrollment, 20. Kodat.

310F Seminar: Expository Writing. Designed for students from any concentration who wish to improve their writing, this course offers constant practice in composing a variety of essays. Drafts of essays are discussed in frequent peer tutorials. Other class meetings take up such matters as grammar, mechanics, audience, tone and style. (Writing-intensive.) May not be counted toward the concentration or minor in English or creative writing. Open to juniors and seniors only. Maximum enrollment, 12. Strout.

Courses in Literature and Creative Writing

150F,S Introduction to Literary Study. The study, through intensive discussion and frequent essays, of a variety of texts, including representative examples of poetry, fiction and drama. Emphasis on techniques of close reading and developing a critical vocabulary appropriate for interpreting each genre. Reading lists for individual sections are printed in the pre-registration booklet. (Writing-intensive.) (Proseminar.) Open to first-year students only. Maximum enrollment, 16. The Department.

204F,S The Study of Poetry. Close reading of poems written in English from the Middle Ages to the present, with special attention to literary, social and historical influences and conventions that have defined the genre and its reception in various periods. Prerequisite, 150 or one of the alternatives listed in the masthead. Not open to senior concentrators. The Department.

205F,S The Study of the Novel. Forms of prose fiction since the 18th century. Attention to the primary structural features of the novel and the relations of narrative forms to social and historical contexts. Prerequisite, 150 or one of the alternatives listed in the masthead. Not open to senior concentrators. The Department.

206F The Study of Drama. Drama in English from the Middle Ages to the present, with special attention to literary, social and historical influences and conventions that have defined the genre and its reception in various periods. Prerequisite, 150, one of the alternatives listed in the masthead or Theatre 110. Not open to senior concentrators. Wheatley.

[213] Introduction to U.S. Latino/a Literatures. For full description, see Spanish 213.

215F,S Introductory Poetry and Fiction Workshop. Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class. Prerequisite, 150 or 204. Maximum enrollment, 16. The Department.

221F Introduction to Old English. The language and literature of England from the invasion of the Anglo-Saxons to the Norman Conquest. Emphasis on Old English in the original, connecting linguistic and literary forms of this era to the development of oral and written traditions thereafter. Prerequisite, 150 or one of the alternatives listed in the masthead. Not open to first-year students. Heckman.

222F Chaucer and Constructions of Narratorial Authority. A study of *The Canterbury Tales* and selected short poems. Major concerns include Chaucer's language, humor and treatment of issues of gender and class. Special attention to the uses of literary traditions and innovations in the creation of narratorial voice and character. Prerequisite, 150 or one of the alternatives listed in the masthead. Wheatley.

224S Playwriting. For full description, see Theatre 224.

225S Shakespeare. Introductory survey of selected plays. Prerequisite, 150, one of the alternatives listed in the masthead or Theatre 110. Open to first-year students and sophomores only. Strout.

228S Milton. Study of Milton's English poetry and major prose, with particular attention to *Paradise Lost*. Topics for consideration include Milton's ideas on Christian heroism, individual conscience, the relations between the sexes and the purpose of education. Prerequisite, 150, one of the alternatives listed in the masthead or permission of the instructor. Not open to first-year students. Thickstun.

235F Children of Empire. This course examines the relations of literary forms like the Bildungsroman to the growth of the British Empire in the 19th century. Authors studied include Austen, Dickens, Eliot, Carroll, Hardy and Kipling. Prerequisite, 150 or an alternative from the list in the masthead. Not open to seniors. P. O'Neill.

[245S] American Gothic. Development of the American gothic tradition from the 18th century through the 20th. Attention to the intersections between gothic literature and American history and politics, medical and public-health campaigns, racial conflicts, gender anxieties and religious sentiment. Readings mainly in fiction but consideration of selected non-fiction, including medical writing and autobiography, and of films. Authors may include Charles Brockden Brown, Poe, Charlotte Perkins Gilman, Faulkner and Morrison. Prerequisite, 150 or a writing-intensive course in literature from another department. Not open to seniors.

[255] Introduction to African-American Literature. Study and discussion of selected works of drama, poetry and prose by African-Americans from the 1850s to the 1950s. Focuses on issues of gender, race and class as they affect the evolution of an African-American literary tradition in the context of the changing U.S. cultural and political attitudes. Prerequisite, 150, one of the alternatives listed in the masthead or consent of instructor. Open to sophomores and juniors only. (Same as Africana Studies 255 and Comparative Literature 255.)

256F Nineteenth-Century American Literature. Considers selected literary works in the historical and cultural contexts of the 19th-century United States. Writing by Irving, Hawthorne, Douglass, Emerson, Fuller, Whitman, Dickinson, Chesnutt, Twain and others. Prerequisite, 150, one of the alternatives listed in the masthead or American Studies 201. Luciano.

266S Twentieth-Century American Literature. Realism, naturalism and modernism in poetry, drama and prose fiction. Attention to the work of authors such as Anderson, Hemingway, Stein, Crane, Faulkner, Moore and Stevens. Prerequisite, 150, one of the alternatives listed in the masthead, 256 or American Studies 201. Open to first-year students, sophomores and juniors. Kodat.

267F Literature and the Environment. This course surveys the history of environmentalist thinking as it has been reflected in literary texts. We examine key ideas of environmentalism and questions of representation, literary value and political relevance. Authors include Thoreau, Faulkner, Leopold, Abbey, Lopez and Jeffers, as well as a few non-American writers. Texts include memoirs, essays, novels and poems. Prerequisite, 150, one of the alternatives listed in the masthead, Environmental Studies 150, Biology 110 or 150, Geology 103, 105 or 110, or American Studies 201. Oerlemans.

[271S] Cultures of Empire, c 1790-2000. An analysis of the literary and historical discourses which created the cultures of empire in Great Britain during the 19th and 20th centuries. This course is interdisciplinary in its approach, and students will be encouraged to examine the distinctive methods which literary scholars and historians bring to their studies of the past. Emphasis upon the ideologies of class, race and gender, encompassing Britain's transition from an imperial nation into a post-colonial society. (Same as History 271.)

[282F] New Literatures in English. Study of literature in English as a global phenomenon. Focus on writers who are neither British nor North American — many of them from once-colonized nations in Asia, Africa and the Caribbean, some of them transnational migrants-and how they have extended the boundaries of English literature, not only geographically but thematically and stylistically. Typical authors include Chinua Achebe, Tsitsi Dangarembga, V. S. Naipaul, Arundhati Roy and Salman Rushdie. (Writing-intensive.) Prerequisite, 150, one of the alternatives listed in the masthead or permission of the instructor. (Same as Comparative Literature 282.) Maximum enrollment, 20.

[285F] Detective Story, Tradition and Experiment. For full description, see Comparative Literature 285.

293S The Making of English. Development of the English language from the Old English of Anglo-Saxon England to contemporary New Englishes around the world. Attention to the processes of change shaping syntax, the sound system and the lexicon as these evolved over the centuries; the nature of oral cultures; the development of writing and textual conventions; varieties of English, especially contemporary dialects and New Englishes; and the role of English as a global language. Prerequisite, 150 or one of the alternatives listed in the masthead. Heckman.

297S Introduction to Literary Theory. For full description, see Comparative Literature 297.

304F Intermediate Poetry Workshop. For students whose work and purpose have developed sufficiently to warrant continuing work in poetry. Regular writing and reading assignments, as well as critiques in class. May be repeated for credit with permission of the department. Prerequisite, 204 and 215. Maximum enrollment, 16. Guttman.

305F,S Intermediate Fiction Workshop. For students whose work and purpose have developed sufficiently to warrant continuing work in fiction. Regular writing and reading assignments as well as critiques in class. Prerequisite, 205 and 215. May be repeated for credit with permission of the department. Maximum enrollment, 16. The Department.

[307S] Intermediate Non-Fiction Workshop. For students interested in exploring the art of the personal essay and creative non-fiction more generally. When offered, the course will focus on a particular type or types of essays. The focus for a particular semester will be announced in advance. Prerequisite, 215. Open to juniors and seniors only. Maximum enrollment, 16.

[323S] Middle English Literature. Medieval literature of Britain, primarily from the 14th century. Readings include Chaucer's *Troilus* and *Criseyde*, *Sir Gawain and the Green Knight*, *Pearl*, Malory's *Everyman* and selections from *Piers Plowman* and *Arthurian* texts. (Writing-intensive.) Prerequisite, one 200-level course in literature. (Offered in alternate years.) Maximum enrollment, 20.

[324S] Romance and Religion in Medieval European Literature. For full description, see Comparative Literature 324.

327S Topics in English Renaissance Literature. Study of selected non-dramatic works by authors writing mainly between 1550 and 1660. Readings drawn from poetry and prose by such writers as Sidney, Spenser, Jonson, Donne, Herbert, Marvell. (Writing-intensive.) Prerequisite, one 200-level course in literature. Maximum enrollment, 20. Strout.

[330F] Culture, Politics and Literature in Early Modern England, 1660-1745. Close reading, intertextual analysis and study of the historical and cultural contexts of such prose fiction as Swift's *Gulliver's Travels* and Defoe's *Moll Flanders;* such drama as Gay's *Beggar's Opera* and Etherege's *The Man of Mode*; and such poetry as Pope's *The Rape of the Lock*, Dryden's *Absalom and Achitophel* and Rochester's libertine lyrics. (Writing-intensive.) Prerequisite, one 200-level course in literature. Maximum enrollment, 20.

335F "Mad, Bad and Dangerous to Know:" Romantic Writers in Nineteenth-Century England. Study of the theory and practice of the major English Romantics, with special emphasis on the relations of poetry to environmental and social issues. (Writing-intensive.) Prerequisite, one 200-level course in literature. Maximum enrollment, 20. Oerlemans.

352F Poetry of the Renaissance and Twentieth Century. A review of the problems involved in the analysis of poetry. An exploration of the relationship

between poetry of the English Renaissance and modern poetry, focusing on the reappearance of such characteristics as irony, wit and dramatic and meditative modes. Poems drawn primarily from the work of Shakespeare, Donne, Marvell, Hopkins, Dickinson, Yeats, T.S. Eliot and Thomas. (Writing-intensive.) Prerequisite, one 200-level course in literature. Maximum enrollment, 20. Thickstun.

353F Anglo-American Modernism. This class will consider some of the principal trends in Modernist literature written in the United States and the United Kingdom roughly from 1900 to 1945. Together we will examine the contours of the primary tradition, as well as attend to some of the counter-traditions that evolved alongside the accepted "canon." Readings of poems, novels and stories by such writers as Yeats, Conrad, Joyce, Woolf, Eliot, Pound, Lewis, Ford, West and Loy will provide the context for understanding the larger trajectory of Modernism together with opportunity for more detailed consideration of specific individual writers. Prerequisite, one 200-level course in literature. Yao.

373S Poetries of Place in the Twentieth-Century Americas. Examination of works by poets from the United States (Frost, Bishop, Merwin, Rich), Canada (Carson), South America (Neruda) and the Caribbean (Philip). Focus on the concept of place — geographical, social and metaphorical. Prerequisite, one 200-level course in literature. Guttman.

375F Contemporary American Fiction. Study of short stories and novels by authors writing in the past 30 years, such as Barth, Acker, Hawkes, Morrison, Delillo, Mazza, Wideman, Anaya, Kingston, Proulx. (Writing-intensive.) Prerequisite, one 200-level course in literature (205 or 266 preferred). Maximum enrollment, 20. Larson.

[376F] Studies in Africana Literature and Aesthetics. Topic to be announced. Prerequisite, one 200-level course in literature or Africana Studies. (Same as Africana Studies 376.)

378F Studies in Contemporary African Literature. Examination of themes and artistic strategies evidenced in works by selected African writers. Focuses on issues of colonialism and neocolonialism, and how differences of gender, class and geographical background affect contemporary African literature. Prerequisite, one 200-level course in literature. (Same as Africana Studies 378.) Odamtten.

[379] The Latino/a Experience. For full description, see Spanish 379.

[389S] Sexuality and Literature. An introduction to lesbian and gay literary studies. Examination of the construction and representation of modern lesbian, gay, bisexual and transgendered identities in and through literature and film. Consideration of historical, theoretical and early medical texts on sexuality and gender. Attention to the role of sexuality in cultural production, the interrelations of race, class and gender, revelation and revision in the creation of lesbian/gay histories and the effect of the AIDS pandemic on gay culture. Prerequisite, one course in literature or Women's Studies or permission of the instructor. Not open to first-year students. (Same as Women's Studies 389.)

419S Seminar: Creative Writing. For students whose work and purpose have developed sufficiently to warrant advanced work in fiction, poetry or both. Individual projects leading to a final collection of writings in the form of a novel, a series of stories, a series of poems, a full-length play, a series of short plays or any equivalent combination of works in genres on which the student and instructor agree. Regular writing and reading assignments, as well as critiques in class. Prerequisite, 304 or 305. Open only to senior concentrators and, if there is room, senior minors. Maximum enrollment, 12. The Department.

423S Seminar: Drama from the Middle Ages to the Renaissance. Study of the early drama in Britain and some of its continental sources: liturgical and church drama, cycle plays, morality plays and early Humanist plays. Influence of these works on Tudor and Stuart dramatists, including Marlowe. Consideration given to documents

related to production and staging. Prerequisite, three courses in literature or theatre. Open to juniors and seniors only. Maximum enrollment, 12. Wheatley.

[427F] Seminar: English Drama: 1580-1640. Comedies and tragedies by contemporaries of Shakespeare, including such authors as Marlowe, Jonson, Middleton, Webster. Discussion of critical approaches to genre and to the historical period. Prerequisite, three courses in literature or theatre. Maximum enrollment, 12.

[434S] Seminar: Restoration and Eighteenth-Century Drama. Close reading and discussion of comic and other types of drama by such authors as Behn, Dryden, Buckingham, Etherege, Wycherley, Congreve, Addison, Steele, Gay, Goldsmith and Sheridan. Discussions of critical approaches to the drama. Prerequisite, three courses in literature or theatre. Open to juniors and seniors only. Maximum enrollment, 12.

435S Seminar: Jane Austen: Text and Film. Close reading and discussion of Austen's six major novels and some of her minor works and juvenilia. Attention to questions of genre raised by treatments of the novels in film and television productions. Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12. J. O'Neill.

444S Seminar: Decadence and Degeneration: Literature of the 1890s. Consideration of the many new genres and literary experiments that marked this period of transition between the Victorian and Modern periods. Authors include Morris, Wilde, Gissing, Wells and West. Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12. P. O'Neill.

447F Seminar: Joyce. *A Portrait of the Artist as a Young Man*, readings in *Finnegans Wake*. Major emphasis on *Ulysses*. Prerequisite, three courses in literature or consent of instructor. Open to juniors and seniors only. Maximum enrollment, 12. Briggs.

[451S] Seminar: The Culture of the American Renaissance. What is the relationship of literature to the historical moment that produced it? Study of three major novels published in mid-19th century America — Herman Melville's *Moby Dick,* Susan Warner's *The Wide, Wide World* and Harriet Beecher Stowe's *Uncle Tom's Cabin* — in their literary, cultural and political contexts, including works by Emerson, Dickinson and Douglass, travel and adventure writing, medical and legal debates, ideas of domesticity, writings about health and hygiene, ethnography and the temperance, women's rights and abolition movements. Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

[460F] Seminar: Narratives of Race. A comparative and interdisciplinary examination of race as a condition of existence and as a category of analysis within social, political, cultural and economic problems in the contemporary world. Questions include the social construction of race, race as ideology, race and capitalism, race and power, race and gender, race and representation in various texts produced by writers and artists of European and African ancestries. Prerequisite, any 300-level Africana Studies course or three courses in literature. Open to juniors and seniors only. (Same as Africana Studies 460 and Comparative Literature 460.) Maximum enrollment, 12.

[474S] Seminar: Contemporary African-American Literature. The study of how contemporary African-American literary works articulate with the modern and post-modern multicultural environment in which they are situated. Selected readings from such writers as Amiri Baraka, Henry Dumas, Toni Morrison, Gloria Naylor, Ishmael Reed, Ntoshake Shange, Alice Walker and John Wideman. Prerequisite, three courses in literature. Open to juniors and seniors only. (Same as Africana Studies 474 and Comparative Literature 474.) Maximum enrollment, 12.

475F Shakespeare Around the Globe: International Traditions and Experiments. For full description, see Comparative Literature 475.

480S Seminar: Writing, Death and Memorial. An interdisciplinary inquiry into the representation of death in literature, particularly how anxieties about death have

shaped and haunted modernity, nationality and subjectivity; how death is used to provide a "sense of an ending" and the ways that subjects marked as doomed or expendable have manipulated the forms associated with death to contest their own exclusion from the social order. Attention will be given to the elegy, sermons, romantic and sentimental fiction, as well as other genres in which this attention to death is marked, including contemporary film and postmodern fiction. Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12. Luciano.

[482S] Seminar: Border Crossings. Study of works about those who cross national boundaries, from tourists and cosmopolitan intellectuals to refugees and immigrants. Readings include fiction by such writers as Jamaica Kincaid, Salman Rushdie and Michael Ondaatje; non-fiction travel writing and ethnography; and critical texts exploring such concepts as hybridity, transnationalism and diaspora. Particular attention to travel to, from and within the non-Western world and to how displacement affects identity. Prerequisite, three courses in literature. Open to juniors and seniors only. Maximum enrollment, 12.

500S Honors Thesis. Independent study for honors candidates in English, culminating in a thesis. The Department.

550F Honors Project. Independent study for honors candidates in creative writing. The Department.

English as a Second Language

Faculty
Alison Doughtie, *Program Director*

Students for whom standard English is not a first or native language may be advised to elect Writing 101 in the first semester. It is a writing-intensive course especially designed to assist those students who are not native speakers of English in sharpening their writing skills for college-level work in all academic disciplines. Writing 101 is open to all students, in addition to those with advisor-recommended placement, who desire advanced instruction and ongoing practice in English language usage in an academic setting. A one-semester course in which grades are given, it provides regular academic credit toward graduation requirements and satisfies the College-wide requirement of one writing-intensive course during the first year. Student tutors with training in English as a Second Language will be available to assist students with work in all their courses, including Writing 101. An additional one-semester course, Writing 102, may be offered in the spring semester if needed. The program may be used throughout the year for diagnostic assessment and tutoring.

101F College Writing. Readings and writing in a variety of subject areas and disciplines to deepen understanding of standard written English; to enhance the ability of expression in college-level writings, such as essays, examinations and research papers; to expand vocabulary and increase speed of comprehension and writing in English. (Writing-intensive.) Maximum enrollment, 10. Doughtie.

102S College Writing. Writing 102 will reinforce the skills taught in the first semester and will be offered in the spring semester when needed. (Writing-intensive.) Maximum enrollment, 10. Doughtie.

Environmental Studies

Faculty

Eugene W. Domack, *Chair (Geology)*
William A. Pfitsch *(Biology)*
Todd W. Rayne *(Geology)*
Ernest H. Williams *(Biology)*
Paul Gary Wyckoff *(Government)*

Environmental studies concerns human interaction with the world in which we live. A number of departments and programs contribute to courses in this interdisciplinary field. The minor in environmental studies consists of five courses, including 150; three courses chosen from the environmental studies course list, at least one of which must be above the 100-level; and a fifth course chosen from either the environmental studies course list or the related course list. A student may count at most two courses from a single department toward the minor. The four electives must include at least one course from within and one course from outside the natural sciences. A student may count for the minor at most two courses from programs away from Hamilton. Some of these courses have prerequisites that are not specified below.

150S Society and the Environment. An introduction to environmental studies. Emphasis on scientific understanding of the causes and implications of, and potential solutions for, problems that result from human abuse of the environment. Several current environmental problems examined within scientific, historical, sociological and economic contexts. (Same as Biology 150.) Pfitsch.

Environmental Studies Courses

Biology
115 Biology: Fundamentals and Frontiers
237 Ecology
437 Tropical Field Ecology

Economics
380 Environmental Economics

English
267 Literature and the Environment

Geology
105 Principles of Geology: Global Environmental Change and Wilderness
110 Principles of Geology: Geology and the Environment
112 Principles of Geology: Ocean Science
209 Hydrogeology
222 Earth's Climate: Past and Future
236 Soils and the Environment
240 Meteorology
285 Antarctica and Global Change
309 Advanced Hydrogeology and the Environment
370 Coastal Geology and Environmental Oceanography

Government
285 Introduction to Environmental Politics

Religious Studies
320 Environmentalism as Metaphor: Spirit, Nature and Civilization in Industrial and Post-Industrial America

Sophomore Seminar
220 Forever Wild: The Cultural and Natural Histories of the Adirondack Park
265 Social Movements: The Environment

Related Courses

Art
151 Architecture and the Environment

Biology
110 Principles of Biology: Organismal
213 Marine Biology

Chemistry
120 Principles of Chemistry
125 Principles of Chemistry: Theory and Applications

Economics
340 Economic Development

Geology
103 Principles of Geology: The Geology and Development of Modern Africa
110 Principles of Geology: Geology and the Environment
210 Glacial Geology

Mathematics
253 Statistical Analysis of Data

Philosophy
111 Contemporary Moral Issues

Public Policy
251 Introduction to Public Policy

Foreign Languages

A concentration in foreign languages requires the completion of eight courses in at least two foreign languages, including at least two 200-level courses and one 300-level course in each.

Students may combine courses from classics (Greek, Latin); East Asian languages and literature (Chinese, Japanese); German and Russian languages and literatures (German); French; Russian Studies (Russian); and Spanish. The combination may be departmental or interdepartmental. Students wishing to count other languages or work done at other institutions toward the concentration must receive approval from the chair of the appropriate department. All concentrators in foreign languages will be required to pass language proficiency tests in two foreign languages. Additional requirements for an appropriate senior or honors program will be set by the chairs of the departments of concentration.

Besides a broad program of language study on campus, the College administers study abroad programs in China, France and Spain. In addition, Hamilton is a member of the American Collegiate Consortium Exchange Program for study in Russia and other republics of the former U.S.S.R., as well as of the Intercollegiate Center for Classical Studies in Rome and the American School of Classical Studies in Athens. (For further information, see "Academic Programs and Services.")

Students are advised to begin, or continue, their study of a foreign language early in their college course. Instruction in the following languages is offered at Hamilton:

Chinese (see East Asian Languages and Literature)

French (see French)

German (see German and Russian Languages and Literatures)

Greek (see Classics)

Japanese (see East Asian Languages and Literature)

Latin (see Classics)

Russian (see Russian Studies)

Spanish (see Spanish)

French

Faculty

John C. O'Neal, *Chair*
Martine Guyot-Bender
Roberta L. Krueger
Cheryl A. Morgan
Joseph E. Mwantuali
Jeffrey R. Spires

Special Appointment
Typhaine Soulet

A concentration in French consists of nine courses numbered 140 or higher, including 200; 211 or 212; 250 or 280; two 400-level courses; and two electives at the 300 or 400 level; an additional quarter-credit course, 395, is also required in the senior year. Any history, civilization or culture course offered by another department and concentrating specifically on France or another Francophone country satisfies the 250-280 requirement but will not count as one of the nine concentration courses.

During their senior year, concentrators in French must: 1) enroll in at least one 400-level course during both the fall and spring semesters; one of these courses must focus on literature before 1800; 2) complete a one-quarter credit course, 395; 3) complete a substantial research paper in a 400-level course, normally in the spring semester; 4) participate in an assessment of their oral proficiency in an interview conducted by outside examiners early in the spring semester. Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year. A complete description of the Senior Program is available in Christian Johnson 202.

To attain honors in French, students must have an average of A- or better in all coursework in the department and must, during the spring semester of their senior year, complete a third course (550) with an average of A- or better on both the required paper and the oral defense. Candidates for honors are exempt from writing a research paper in their required 400-level class; they will fulfill all other requirements of the class.

A minor in French consists of five courses numbered 140 or higher, including at least one literature course and one course at the 300-level or higher.

Hamilton College Junior Year in France

After a preliminary four-week orientation in Biarritz, students register at the Université de Paris III. In consultation with the director, they select a program of four courses per semester from those offered at Paris III or at other institutes such as the Institut d'Etudes Politiques, the Institut Catholique and the Ecole du Louvre. In addition, a number of special courses taught by French professors are arranged by Hamilton in Paris.

The Université de Paris and the special institutes announce their courses at the beginning of each academic year. The director makes specific course information available to students as soon as possible. Many varied courses in art history, economics, French language and literature, history, music, philosophy, political science, sociology and theatre are offered. Students are urged to take at least one semester of a language class and are encouraged to select a balanced program of courses in different disciplines. A detailed description of selected courses offered in 2002-03 is contained in the program's catalogue.

All courses taken with the Hamilton College Junior Year count toward the graduation requirement. However, students with concentrations other than French must consult with the appropriate department before departure about transfer of credit for the concentration.

The Hamilton College Junior Year in France is for a full academic year. The department believes that far greater linguistic and cultural benefits are gained from an academic year in France, rather than from a semester. Concentrators and other serious language students are therefore encouraged to participate in the nine-month program. A semester option is available, however, to pre-med students majoring in the sciences (including mathematics and computer science) and students whose academic plans necessitate attending another semester program in another country.

110F First-Term French. A thorough grounding in speaking, writing, reading and comprehension. Textbook readings and exercises supplemented by short poems and films. (Proseminar.) Four hours of class, with additional drill and laboratory work. Intended for beginners. First-year students who follow the sequence through 140 may qualify for the Junior Year in France Program, with consent of the director. Maximum enrollment, 16. Guyot-Bender.

111F Intensive French Review. A fast-paced course for students who have had some French in high school but need a thorough review of basics before continuing. Grammatical review and intensive oral and written practice. Four hours of class a week; regular lab work and weekly hour of drills with an assistant. Students who complete the class with C or better can enroll in 130 in the spring. Maximum enrollment, 16. Krueger.

120S Second-Term French. Further work in aural comprehension, speaking, reading and writing. Four hours of class, with additional drill and laboratory work. Prerequisite, 110. Students placed in 111 should select 111F, which is a general review; 120S is a continuation of 110. Maximum enrollment, 16. Mwantuali.

130F,S Communication in Francophone Cultural Contexts: Intermediate French I. The diversity of the French-speaking world will provide the material for students' active engagement and greater proficiency in speaking, comprehending, reading and writing French. Review of basic grammar, oral practice and conversation, readings in contemporary social issues. The course incorporates texts, films, music and Web-based activities as the basis for discussion, debate, exposés and short compositions. (Proseminar.) Three hours in class and one hour of discussion. Prerequisite, 111 or 120. Maximum enrollment, 16. Krueger (Fall); Spires (Spring).

140F,S Communication in Francophone Cultural Contexts: Intermediate French II. This course ventures further into the French-speaking world, as students gain increased proficiency in speaking, understanding, reading and writing French. A variety of contemporary topics will be analyzed in the context of materials that may include film, Web texts, short fiction and drama. Special focus on oral presentation and composition. (Proseminar.) Three hours of class and one hour of discussion. Prerequisite, 130 or consent of instructor. Maximum enrollment, 16. Mwantuali (Fall); Guyot-Bender (Spring).

200F,S Introduction to French Studies. A "bridge" course between language and content-based courses. Written and oral argumentation; introduction to the analysis of literary texts such as fairy tales or short stories with a focus on the cultural background informing them. Applied grammar and vocabulary-building. (Writing-intensive.) (Proseminar.) Maximum enrollment, 16. O'Neal and Spires (Fall); O'Neal (Spring).

211F Introduction to French Literature I. Study of representative works of literature from 1800 to the present within their sociopolitical and intellectual context. Special attention given to literary analysis. Oral participation required. Written and oral reports. (Writing-intensive.) (Proseminar.) Taught in French. Although not a prerequisite, 200 is strongly recommended. Maximum enrollment, 16. Spires.

212S Introduction to French Literature II. Study of representative genres from the Middle Ages to 1800: the epic, romance, the lai, lyric poetry, theatre and prose fiction. Focus on problems and techniques of literary analysis. Class discussion, oral presentations and papers. (Writing-intensive.) (Proseminar.) Taught in French. Although not a prerequisite, 200 is strongly recommended. Maximum enrollment, 16. Krueger.

[237] Francophone Literature in Translation: The African Novel. Critical examination of the African novel's evolution from the colonial period through independence and on to post-colonial writing. No knowledge of French required. Taught in English. Although not a prerequisite, one 200-level course in French or Africana studies is recommended. (Same as Africana Studies 237.)

[250] Exploring Contemporary France. Variety of perspectives on 20th-century France including geography and history; recent evolution of France within the European and francophone context; social groups and popular culture. Class material includes documentaries and films. (Proseminar.) Prerequisite, 140; 200 is strongly recommended. Maximum enrollment, 16.

[252] Remembering the Past, Reassessing the Present. Using as a point of departure Pierre Nora's monumental *Les Lieux de mémoire*, this course will focus on many of the crucial places, times and events — the memory of which has become part of the French collective consciousness. These have not only shaped France's past but have also given rise to its contemporary culture. Oral presentations and written papers. (Proseminar.) Prerequisite, 200 or consent of instructor. Maximum enrollment, 16.

[253] Cultures of the Francophone World. An investigation of the cultures and literatures of the francophone world, with focus on the Caribbean and sub-Saharan Africa. Exploration of such issues as modernity and the family, tradition, Bantu philosophy, negritude and Voodoo, music, fashion and cuisine. These are explored in the context of multiculturalism, alienation and identity politics. Course materials include films, videos and works in translation. Taught in English. (Same as Africana Studies 253.)

[260] French Women: From 1789 to the Present. Drawing upon historical documents and women's contribution to fiction, film and the periodical press, this course examines representations of women by women in France from Olympe de Gouge's 1791 "Rights of Women" to the 1990s movement for political *parité*. Emphasis on both the forms and concerns of women's cultural production and on its changing role in the creative arts and the social and political arenas. Class discussion, independent projects, oral and written reports. Taught in French. (Proseminar.) Prerequisite, 200 or consent of instructor. May be counted as an elective for senior concentrators. (Same as Women's Studies 260.) Maximum enrollment, 16.

280F The Cultural Politics of the French-Speaking World. An introduction to cultures of different French-speaking areas beyond the Hexagon: Africa, the Caribbean, Canada. Topics include the history of slavery, colonization and neo-colonization; literatures; sculptures, masks, paintings; fashion; and cuisines. Discussion based on readings, films and presentations by native informants. (Proseminar.) Taught in French. Although not a prerequisite, 200 is strongly recommended. Instructor's consent required for those returning from study in France. (Same as Africana Studies 280.) Maximum enrollment, 16. Mwantuali.

295S Advanced Composition and Oral Practice. Readings in current events in the francophone world and viewings of films provide the basis for discussions. Oral exposés and short papers. Particularly intended for students who wish to hone their speaking and writing skills before study abroad. (Proseminar.) Prerequisite, 200 or consent of instructor. Taught in French. Maximum enrollment, 16. Spires.

373S Special Topics: African Cinema. An introduction to the cinema of Africa, this course is a study of major cultural and socio-political issues as well as techniques, and the crucial question of "language(s)" in African cinema, from colonial to post-colonial era. African filmmakers studied include Raoul Peck, Ngangura Mweze, Ousmane Sembene, Assia Djebar, Amadou Saalum Seck, Raymond Rajaonarivelo and some non-African directors such as Thierry Michel and Tristan Bourlard. Taught in French. Prerequisite, 200 or consent of the instructor. Mwantuali.

395F Stylistics, Critical Approaches, Research Methods. Review of essential elements of French style, examination of selected critical approaches used in the writing of cultural and literary studies, survey of methods of library and electronic research and bibliography. A quarter-credit course that prepares senior concentrators to write a major paper in a 400-level course in the spring. Open to senior concentrators only. Required for the concentration. The Department.

[403] In Her Own Voice: French Women Writers of the Middle Ages and the Renaissance. Analysis of works by women in France during the first 1,000 years of French literary history. Authors include Radegund, Dhuoda, Heloise, Marie de France, the female troubadors and trouvères, Marguerite Porete, Christine de Pizan and Louise Labé. Topics include the problem of female voices in manuscript culture; women's roles in convents, courts and the family; spirituality and heresy; sexuality and desire; changing ideas of honor; female authors' critique of misogyny and their rewriting of courtly and clerical models. Oral presentations and written projects. Taught in French. Prerequisite, 211 or 212.

404S Arthurian Fictions: Quests and Questions. This course examines the origins and evolution of the Arthurian legend, from the verse narratives of Marie de France, Chrétien de Troyes and Heldris de Cornualle to the monumental prose cycle containing Lancelot, La Queste du Saint Graal and La Mort du Roi Arthur. Analysis of the romances' construction and questioning of gender roles, social identities and religious ideals. Also considered is the Arthurian legacy in contemporary films, such as Rohmer's *Perceval*, Bresson's *Lancelot* and the comic *Les Visiteurs*. Taught in French. Prerequisite, one course numbered 211 or higher. Krueger.

[406] Comic Visions in French Literature from the Fabliaux to Figaro. Analysis of comic perspectives on society, language and literature from Old French farce through the early modern period. Works and authors include *Aucassin et Nicolette*, selected *fabliaux*, the *Farce de Maistre Pathelin*, Marguerite de Navarre, Rabelais, Molière and *Le Mariage de Figaro*. Taught in the original French or in modern French translation when appropriate. Prerequisite, 211 or above, or consent of instructor.

408F The Passions of the Soul. Combines an introduction to 17th-century French culture and society with an analysis of the period's thinking on manners, morals, ambition, spiritual devotion, duty, self-love, hypocrisy and animal souls. Special attention to the role the passions play for this age in the works of authors such as Descartes, François de Sales, La Bruyère, La Fontaine, La Rochefoucauld, Mme de Lafayette, Molière, Pascal and Racine. Prerequisite, 211, 212 or consent of instructor. O'Neal.

[410] Bewildered, Befuddled and Benighted: The Enlightenment's Poetics of Confusion. Paradoxically and for a variety of reasons, 18th-century French literature often represents order through disorder, sociability through confinement and clarity of thinking through confusion. Authors include Prévost, Voltaire, Graffigny and Diderot. Rousseau and Laclos will be used to illustrate the possible consequences of this kind of enlightenment. Prerequisite, one 300- or 400-level literature class. Open to juniors and seniors or consent of instructor.

[415] Writing the City: Literary Paris. Examination of the ways in which an increasingly modern Paris looms large in the 19th-century literary imagination. Topics include money, licit and illicit pleasure, alienation, *flânerie,* fashion, urban renewal and decadence. Attention to the historical and social geography of 19th-century Paris complements close readings of Balzac, Girardin, Flaubert, Baudelaire, Zola and Verne. Prerequisite, 211 or above, or consent of instructor.

425S Literature and Society: Art and Politics in Nineteenth-Century Lyric. The 19th century was witness to a fundamental (r)evolution of the status of the artist in relation to society. At the same time that Victor Hugo was proclaiming "art for progress," a growing number of poets were becoming advocates of the "art for art's sake" movement. This course will trace the tensions generated by these two philosophies of artistic commitment and disengagement. Authors studied may include Hugo, Gautier, Lautréamont, Baudelaire, Rimbaud, Verlaine and Mallarmé. Emphasis on student-run discussion, oral presentations and written papers. Prerequisite, one 300- or 400-level literature class. Limited to juniors and seniors or consent of instructor. Spires.

435F Reality as Fragment: Surrealism, the Absurd and Commitment Between World War I and World War II. Examining the artistic reaction to World War I and its anticipation of World War II, the course focuses on what is known as

the Surrealism movement and on authors/thinkers who systematically questioned social and political assumptions about coherence and meaning through dream, a study of the self, idealism and ideology. Readings in Proust, Colette, Aragon, Breton, Malraux, Michaud and Yourcenar. Class material includes poetry, narratives and the visual arts as well as a study of Renoir's 1939 movie *La Règle du jeu*. Prerequisite, 211 or 212, or consent of the instructor. Guyot-Bender.

[445] War in Twentieth-Century Literature. Exploration of various ways of writing about war, with an emphasis on novel and film. Textual analysis will be used to examine the notion of commitment, parody, the writing of history and the treatment of reality in modern fiction. Introduction to narrative technique and theories of the novel. Authors studied include Cocteau, Duras, Leduc, Gracq and Modiano. Taught in French. Prerequisite, one 200-level course or consent of instructor.

[455] Studies in Francophone Literature: The African Novel. Critical examination of the novel's evolution from the colonial period through independence and on to post-colonial writing. The search for authenticity and answers to problems of narrative technique, oral and written traditions, audience, African feminism, politics and the role of the writer. Authors include Lomani Tshibamba, Sembene Ousmane, Nafissatou Diallo, Andrée Blouin, Valentine-Yves Mudimbe, Ahmadou Kourouma, Henri Lopes, Calixthe Beyala, Aminata Sow Fall and Mariama Ba. Taught in French. Prerequisite, one 200-level course in French or consent of instructor. Open to senior concentrators. (Same as Africana Studies 455.)

550S Honors Project. Independent study program consisting of the preparation and oral defense of a paper for students who qualify as candidates for departmental honors. Only students having an average of A- or better in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, other requirements must be fulfilled as outlined above. The Department.

Geoarchaeology

Faculty
David G. Bailey *(Geology)*
George T. Jones *(Anthropology)*

Geoarchaeology uses geologic methods and principles to enhance interpretations of the archaeological record, focusing on such issues as geochronology and stratigraphic succession, processes of deposition and diagenesis, paleoenvironmental reconstruction and landscape evolution. Designed for students with shared interests in geology and archaeology, the concentration builds on the common histories and research domains of these fields. A concentration in geoarchaeology consists of 10 units of credit taken from the existing curricula of the Anthropology and Geology departments. Required courses include: Archaeology 106 and Principles of Geology (Geology 103 to 122); Archaeology 325; two courses from Archaeology 234, 243 or 245; Geology 211 or 222; two courses from Geology 220, 236 or 290; Geoarchaeology 360; and Geoarchaeology 500-501. Concentrators must fulfill their senior project requirement through satisfactory completion of 500-501. Honors will be awarded on the basis of excellence in coursework and a superior Senior Project.

Students are encouraged to take one or both field courses (Archaeology 280 and Geology 265). Students considering careers in geoarchaeology or related fields should take additional courses in biology, chemistry and other sciences.

[360S] Quaternary Geochronology. Examines the development and application of dating techniques that are appropriate over the last five million years, including dendrochronology, 210Pb, radiocarbon, Uranium-series, paleomagnetic, thermo-luminescence and cosmogenic surface exposure dating. Examples drawn from geologic and archaeological contexts that are important to climate change and hominid evolution. Field trips. Prerequisite, Geology 211 or 222 or consent of instructor. One-half credit. (Same as Geology 360.) (Next offered 2003-04.)

500F-501S Senior Project. A two-term course during which concentrators pursue an independent project and give a public presentation of their results. Proposals for project must be accepted in the spring semester of the student's junior year. 501 may not be taken as a separate course. One course credit for 500 and one-half credit for 501. The Program.

Geology

Faculty

Barbara J. Tewksbury, *Chair*
David G. Bailey
Cynthia R. Domack
Eugene W. Domack
Matthew J. Evans
Todd W. Rayne

A concentration in geology consists of 11.5 units of credit in courses including one course in Principles of Geology (103 to 122), 209, 211 or 222, 220, 230, 290, 310, 510-511 and one other course in geology numbered 200 or higher. A sequence of two courses in one of the supporting sciences is also required (Chemistry 120 and a second chemistry course numbered 190 or above, Physics 100 and 105, Math 113 and 114, Computer Science 110 and 111, or Biology 110 and 111). The selection of supporting science courses should be undertaken in consultation with an advisor in the Geology Department. A Senior Project is required (510-511) for the concentration, and a complete description of the program is available in Science 104. Satisfactory completion of a series of sophomore, junior, and senior essays will also be required. All concentrators, especially those planning a career in the earth and environmental sciences, should take additional courses in chemistry, mathematics, physics, computer science and biology according to the student's interests. Departmental honors will be awarded on the basis of excellence in coursework, a superior Senior Project and completion of two additional courses in the supporting sciences as listed above.

A minor consists of a course in Principles of Geology and four units of credit in other courses at the 200 level or above that are approved by the department.

Students interested in careers in oceanography should consider concentrations in chemistry or mathematics with supporting courses in geology including 112, 210, 211, 222, 220, 320, 340 and 350 and Biology 213. Students interested in careers in meteorology should consider concentrations in physics or mathematics with supporting courses in geology including 112, 210, 222, 240, 285 and Chemistry 227.

A small number of seats for juniors and seniors are reserved in some of our 100-level courses.

103F Principles of Geology: The Geology and Development of Modern Africa. An interdisciplinary study exploring how the geologic evolution of the continent has influenced the prehistoric, historical, political and economic development of Africa. Specific coverage of the Nile River System, climate change in the Sahara, the East African rift zone and diamond exploration in Africa. (Writing-intensive.) (Proseminar.) Three hours of class and two hours of laboratory. Required field trip to the Adirondack region September 6-7. Not open to students who have taken any other course in Principles of Geology. (Same as Africana Studies 103.) Maximum enrollment, 16. Tewksbury.

105F Principles of Geology: Global Environmental Change and Wilderness. An introduction to Earth systems with an emphasis on those processes of global change that are most easily detected over wilderness areas. Topics include recognition of the effects of global warming, ozone depletion and over-utilization of resources in areas such as Patagonia, Antarctica, Greenland, Australia, Alaska, Tibet and several oceanic islands. Also considers the role of wilderness in society. Three hours of class and two hours of laboratory with field trip. Not open to students who have taken any other course in Principles of Geology. E. Domack.

[110S] Principles of Geology: Geology and the Environment. An introduction to the principles of geology as applied to current environmental issues such as solid waste disposal, consumption of conventional and alternate energy resources, and utilization of our natural resources. Three hours of class and one hour of laboratory

or field trip. Not open to students who have taken any other course in Principles of Geology. (Next offered 2003-04.)

[112S] Principles of Geology: Ocean Science. An introduction to the physical, chemical and biological nature of the marine environment. Topics include marine geology, seawater composition, atmosphere/climate, ocean circulation, waves, tides, coastal processes, life in the sea, ocean resources and marine pollution. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology. (Next offered 2003-04.) Maximum enrollment, 30.

118S Principles of Geology: The Himalayas. An introduction to the geology of the Himalayan mountains, a young and active mountain range, home to high peaks and deep gorges. With a focus on Nepal, we will examine the ancient and recent geologic history and the global and local influence of the mountain range. Three hours of class and three hours of laboratory. Not open to students who have taken any other course in Principles of Geology. Evans.

[122F] Principles of Geology: Geology in the Field. An intensive, field-based introduction to scientific inquiry with an emphasis on the relevance and importance of geology to society. Students will examine relationships between the geologic and physiographic features of central New York and patterns of historical settlement and development. (Proseminar.) Not open to juniors or seniors. (Next offered 2003-04.) Maximum enrollment, 14.

209S Hydrogeology. The study of surface water and groundwater, with emphasis on groundwater. The influence of geologic materials on groundwater flow, an introduction to groundwater hydraulics and groundwater/surface water interactions. Basic hydrogeologic field methods introduced in the laboratory section. Three hours of class and three hours of laboratory with field trips. Prerequisite, Principles of Geology. Maximum enrollment, 25. Evans.

[210F] Glacial Geology. A survey of the distribution and dynamics of the Earth's cryosphere, theories of global climate change, and processes and products of glacial erosion and deposition. Marine record of glacial events and glacial periods throughout Earth history. Three hours of class and two hours of laboratory with field trips. Prerequisite, Principles of Geology. (Next offered 2003-04.)

211F Sedimentary Geology. A study of the genesis and diagenesis of clastic, carbonate, evaporite and other important sediments and rocks. Emphasis on fluid dynamics of grain transport, facies architecture, seismic stratigraphy and paleoclimatic/tectonic significance of depositional sequences. Three hours of class and three hours of laboratory with field trips. Prerequisite, Principles of Geology. (Offered in alternate years.) Maximum enrollment, 22. E. Domack.

220F Mineralogy. An introduction to crystallography, crystal chemistry and optical mineralogy. Identification of minerals by physical, optical and X-ray diffraction techniques. Six hours of class/laboratory with field trip. Prerequisite, Principles of Geology. Maximum enrollment, 22. Bailey.

[222F] Earth's Climate: Past and Future. Introduction to the science of paleoclimatology through the examination of climate dynamics and the stratigraphy of past climate changes across various time scales. Use of geochemical, biological and physical proxies for changes in the Earth's ice, ocean, atmospheric and lithospheric systems. One required weekend field trip. Prerequisite, Principles of Geology. (Next offered 2003-04.) Maximum enrollment, 22.

225S Planetary Geology. The geology of the planetary bodies of our solar system, including the history and future of solar system exploration and the applications of planetary studies to understanding the geology of the Earth. Three hours of class and one hour of laboratory/discussion. Prerequisite, Principles of Geology. (Offered in alternate years.) Tewksbury.

230S Structural Geology. A study of the origin, development and study of macroscopic and microscopic structures in deformed rocks. Field, graphical, laboratory and computer techniques used in studying deformed rocks. Six hours of class/laboratory with field trip. Prerequisite, Principles of Geology. Maximum enrollment, 22. Tewksbury.

232F Environmental Geochemistry. An investigation into the influence of geology, biology and humans on natural systems. An introduction to low temperature geochemistry as it applies to natural and anthropogenic environmental issues from water quality to nuclear waste disposal and from global change to acid rain. Three hours of class and three hours of laboratory; field trips. Prerequisite, Principles of Geology. Evans.

[236F] Soils and the Environment. A study of the formation, classification, utilization and environmental significance of soils. Frequent local field trips. Three hours of class and one hour of laboratory. Prerequisite, Principles of Geology. (Next offered 2003-04.)

240F Meteorology. A study of the atmospheric environment. Topics include the Earth's atmosphere, temperature, humidity, condensation, cloud development, precipitation, winds, air masses, storms and climate. Three hours of class and two hours of laboratory/discussion. Prerequisite, Principles of Geology. (Offered in alternate years.) Maximum enrollment, 27. C. Domack.

[265Su] Field Studies. Introduction to principles and practice of geologic mapping. Six weeks of field mapping after end of final exams. Field areas in New York State, Summer Coon, Garden of the Gods and Needle Mountains in Colorado. Extra cost. Prerequisite, Principles of Geology. (Next offered 2003-04.) Maximum enrollment, 18.

285S Antarctica and Global Change. Review of the geology, meteorology, oceanography, marine biology and glaciology of the Antarctic and Southern Ocean and their influence on global environmental processes and change. Emphasis on remote sensing technology. Prerequisite, Principles of Geology. One-half course credit. E. Domack.

290F Paleontology. A study of the origin of life, evolution and the fossil record. Topics include the general principles of paleontology, nomenclature, taxonomy, identification techniques, fossilization processes, plants, microfossils, invertebrates and vertebrates. Three hours of class and three hours of laboratory with field trips. Prerequisite, Principles of Geology. (Same as Biology 290.) Maximum enrollment, 27. C. Domack.

[309F] Advanced Hydrogeology and the Environment. Advanced topics in hydrogeology, including geochemical principles, an introduction to contaminant transport, computer modeling of groundwater flow and studies of landfills, hazardous waste sites and other environmental problems. Three hours of class and one hour discussion with field trips. Prerequisite, 209. (Next offered 2004-05.)

310S Igneous and Metamorphic Petrology. A study of the mineralogy, chemistry, origin and evolution of igneous and metamorphic rocks. Emphasis on the physical and chemical processes involved in their formation. Six hours of class/laboratory with field trip. Prerequisite, 220. Maximum enrollment, 20. Bailey.

[340S] Plate Tectonics. Advanced study of modern plate interactions, tectonic evolution of the Earth's crust, deep earth structure and regional tectonic analysis, with an emphasis on the contributions of geophysics to an understanding of plate tectonics. (Writing-intensive.) Prerequisite, two 200-level courses in geology. Four hours of class. (Next offered 2003-04.) Maximum enrollment, 20.

352S Scanning Electron Microscopy and X-Ray Microanalysis. Theory, practice and application of the scanning electron microscope and energy dispersive X-ray microanalysis to selected research projects. Prerequisite, two laboratory courses in

science. Open to juniors and seniors by permission of instructor only. (Same as Biology 352.) Maximum enrollment, 6. Bart and Bailey.

[360S] Quaternary Geochronology. Examines the development and application of dating techniques that are appropriate over the last five million years. Specifically, dendrochronology 210 Pb, radiocarbon, Ur-series, paleomagnetic, thermoluminescence and cosmogenic surface exposure dating. Examples will be drawn from both geologic contexts and those that apply to archaeologic sites important to hominid evolution and climate change. Field trips. Prerequisite, 211 or 222. One-half credit course. (Same as Geoarchaeology 360.) (Next offered 2003-04.)

[370F] Coastal Geology and Environmental Oceanography. Advanced study of coastal marine processes with an emphasis on environmental issues and case studies. (Writing-intensive.) Prerequisite, two 200-level courses in geology. Four hours of class. Field trip to Cape Cod. (Next offered 2003-04.) Maximum enrollment, 20.

375S Origins of Natural Systems. An overview of the origin and evolution of the universe, solar system, Earth and Earth systems. Particular emphasis will be placed on the application of geochemistry and isotope systematics to understanding the origin of matter, the formation and differentiation of the Earth, the development of plate tectonics and the origin of the oceans, atmosphere and life. (Writing-intensive.) Four hours of class. Field trip. Prerequisite, two 200-level courses in geology or consent of instructor. (Offered in alternate years.) Maximum enrollment, 20. Bailey.

510-511F,S Senior Project. A two-term course during which concentrators pursue an independent project and present the results to the department. Proposals must be accepted in the spring semester of the student's junior year. 511 may not be taken as a separate course. One course credit for 510 and one-half credit for 511. The Department.

German and Russian Languages and Literatures

Franklin A. Sciaccca, *Acting Chair*

German

Faculty

Marta Folio
Joseph T. Malloy
Wiebke Spitzer
Edith Toegel

A concentration in German consists of eight courses numbered 130 or higher, including 210, 220, a 400-level seminar taken in each semester of the senior year and successful completion of the Senior Project in connection with a seminar. Appropriate study in a German-speaking country is strongly encouraged and may be counted toward the concentration. Students may earn departmental honors through distinguished achievements in the courses approved for the concentration and on the project.

A minor in German consists of five courses numbered 130 or higher, including 210 and 220. One course in translation may be counted toward the concentration or the minor, and it may be offered by another department but requires the approval of the German department. Except for literature in translation, all courses are taught in German.

[101S] The Rise and Fall of the European Empires: Culture and Society in Berlin, Moscow, St Petersburg and Vienna at the Turn of the Century. Focus on the artistic renaissance of the great urban centers of Central and Eastern Europe at a time of social upheaval and political decline, 1890-1917. Particular attention paid to cross-cultural artistic interaction. Conducted in English, but optional discussion groups in original language offered. (Same as Russian Studies 101.)

110F First-Term German. Thorough introduction to the German language. Exercises in aural comprehension, speaking, reading and writing reinforced by cultural and literary texts as well as video recordings. Four hours of class, with additional drill sessions and laboratory work. Folio.

120S Second-Term German. Continued development of German grammar and its use in aural comprehension, speaking, reading and writing. Readings in literature and culture supplemented with video recordings. Four hours of class, with additional sessions and laboratory work. Spitzer.

130F Third-Term German. Intensive review of grammar, syntax and conversational techniques through work in aural comprehension, speaking, reading and writing. Literary texts supplemented with *Realia* (such as news stories and *Lieder*). Four hours of class and laboratory work. Folio.

140S Introduction to German Literature and Culture. Continued development of German grammar and vocabulary with cultural and literary texts, including works by Kafka, Dürrenmatt and Brecht, and song texts by contemporary Liedermacher. Practice in oral and written work. Prerequisite, 130 or consent of instructor. Folio.

[160S] From Monarchy to Modernism: Austria and its Literary Tradition. Examines the rich cultural and literary heritage of Austria, with emphasis on its specific national identity. Focuses on representative works of major Austrian writers spanning the period from the fall of the monarchy to the present, including fin de siècle Vienna, the Anschluß (annexation) and literature after 1945. Writers include Ebner-Eschenbach, Freud, Schnitzler, Hofmannsthal, Rilke, Bachmann and Bernhard.

180F Fairy Tales, Myths and Legends. A survey of German ballads, Singspiele and narrative texts including representative works from the medieval age, the 18th and 19th centuries, and the modern age. Texts include *The Song of the Nibelungen* (considered both as a prose work and in its Wagnerian incarnation), fairy tales of the

Brothers Grimm, Schubert's settings of Goethe's ballads and Kafka's *Metamorphosis.* Works read not only as literary documents but as indices of the cultural, sociological or political development of German-speaking lands. (Writing-intensive.) Malloy.

[185S] The Faust Legend. Study of the Faust legend and how it has been adapted over the centuries. Topics include the origins of Faust in the 15th century in its factual (Paracelsus and Johann Faust) and spiritual (alchemy and astronomy) dimensions; the *Faustbook* of 1587; Marlowe's adaptation of the Faust story (*The Tragical History of Dr. Faustus*); Goethe's *Faust: The First Part of the Tragedy*); operas by Gounod (*Faust*) and Boïto (*Mefistofele*); the film *Mephisto* by H. Mann/Szabò; and T. Mann's *Doctor Faustus.*

200F Topics in Advanced Reading and Writing. Close reading of shorter texts, advanced grammar review and extensive writing exercises. Designed for students who have had two years of German or equivalent. (Writing-intensive.) Prerequisite, 140 or consent of instructor. Folio.

210S Survey of German Literature I. Study of major writers and literary movements from the Middle Ages to the Age of Goethe. Includes works by Wolfram von Eschenbach, Sachs, Gryphius and Goethe. (Writing-intensive.) Prerequisite, a 200-level German course or consent of instructor. Malloy.

220F Survey of German Literature II. Selected texts of the 19th and 20th centuries introducing major writers and intellectual movements. Authors include Tieck, Keller, Schnitzler, T. Mann, Seghers, Böll, Brecht and Wolf. (Writing-intensive.) Prerequisite, 140 or consent of instructor. Toegel.

240S Composition, Conversation and Contemporary German Culture. Advanced practice in writing and speaking by studying a variety of selected topics pertaining to contemporary German culture. Texts and audiovisual materials will concentrate on current politics, the media and the arts. (Writing-intensive.) Prerequisite, a 200-level course or consent of the instructor. Taught in German. After consultation with the instructor, particularly strong students may take this course in conjunction with German 140. Spitzer.

[400S] The Age of Goethe. Study of the literary, intellectual and cultural developments in late 18th- and early 19th-century German-speaking lands. Origins of the anti-rationalistic *Sturm und Drang* movement and the rise of German classicism. Plays, poems, novels and theoretical texts from Herder, Lessing, Klopstock, Kant, Goethe, LaRoche, Schiller and Hölderlin.

410F The German Romantic Age. Study of the origins and artistic expression of the Romantic movement in Germany from the late 18th century to its peak in the early 19th century. Focuses on experimentation with social and poetic conventions, attempts to integrate the arts, the artist as prophet and the notion of the journey as a means of self-discovery. Comparison of folk tales (Grimm) with artistic fairy tales as the seeds of surrealism. Prerequisite, 210, 220 or equivalent. Malloy.

[420S] From Empire to Republic: Twentieth-Century German Literature. Study and analysis of works spanning the era from 1871 to the beginning of the Second World War. Selections focus on literary and cultural changes including the Jahrhundertwende and the Weimar Republic. Authors include Fontane, C.F. Meyer, Trakl, Rilke, Hofmannsthal, George, Schnitzler and Brecht. Prerequisite, 210, 220 or equivalent.

[430F] Topics in German Literature: The Image of Women in Literature and Women's Literature: Literature by Women, Literature about Women. Investigation of the changing image and the roles women played in German society from the beginning of 19th century to the present through texts by both men and women. Questions discussed concentrate on the underlying social forces and cultural attitudes toward women. Some specific themes include: women's role in marriage and family life, her struggle for equal education and employment opportunities, and her

role in political life. Texts by Goethe, Kleist, Brecht, Wolf, Seghers and Böll. Prerequisite, 210, 220 or equivalent. Taught in German.

[440S] Modern Literature of the German-Speaking Countries. Study of post-1945 literature focusing on the emergence of two contrasting Germanies: Berlin, the divided city, models of contemporary life at home and in the workplace; violence in society; and the *Neuanschluss* leading to unification. Texts by Bachmann, Böll, Braun, Grass, Kirsch, Wolf and others.

500F,S Senior Project. A senior thesis required of all concentrators in the department. Open to concentrators only. One-quarter credit. The Department.

Government

Faculty
Alan W. Cafruny, *Chair*
Frank M. Anechiarico (S)
Yael S. Aronoff
Kristin L. Campbell
Peter F. Cannavó
Carol A. Drogus
Theodore J. Eismeier
Brandon Grove
Philip A. Klinkner
Cheng Li (F,S)
Robert W. T. Martin (S)
Stephen W. Orvis
David C. Paris
David W. Rivera
Sharon W. Rivera
Paul Gary Wyckoff
Carlos L. Yordán

Special Appointments
Giles Wayland-Smith
Christina L. Willemsen

The department offers concentrations in government, world politics and public policy as follows:

Government

A concentration in government consists of 10 courses: 116, 117 and either 112 or 114, with at least one of these being writing-intensive, and seven additional courses at the 200 level or above, with at least two courses in international relations, comparative politics and two courses in American politics. Government concentrators must take at least one course at the 300 level and complete the Senior Project (550). A minor in government consists of five courses, with at least two of these at the 200 level or above.

World Politics

The world politics major involves the study of politics on a global scale, including both international relations and politics within nations. In order to understand the complex interplay of international and national politics, all world politics majors study the philosophical and moral bases of various political systems; the history of the modern international system; the political economy of global power and wealth; and the key issues for U.S. foreign policy. To achieve this understanding, all world politics majors are required to take the following core courses: 112, 114, 117 (one of which must be writing-intensive); 290 and 291; and 550. Students complete the major by focusing either on a particular region of the world (Africa, Asia, Latin America, Middle East, Russia and Eastern Europe, Western Europe) or a thematic topic (poverty and inequality in world politics, democratization, international law and organization, international security, politics of the global economy, nationalism and identity in global politics). In consultation with their advisor, students will select five related courses in their area or theme from a variety of departments. One of these must be at the 300 level in government. For students focusing on a region of the world, one of the five courses must be in an appropriate language at the fourth-semester level or above. Students may also design their own thematic track with the advice and consent of their advisor. The advisor will approve each student's course list after the major is declared.

Public Policy

See the public policy section in this catalogue.

The Term in Washington Program

The Term in Washington Program combines regular academic study with the experience and understanding gained by working in congressional and executive offices. Four credits are awarded toward graduation, two of which (325 and 327) count toward a concentration in government, and up to two may be counted toward a concentration

in world politics or public policy. To qualify, a student must have taken at least one of the following: 208, 210, 251, 290, 329, 334, 338 or obtained the consent of the department. The program is not restricted to those concentrating in government. It is also open to selected students from other colleges.

112F,S Comparative Politics. Introduction to the study of non-American national political systems, emphasizing authority, legitimacy and processes of state- and nation-building. Comparison of alternate forms of political development in selected Western and non-Western countries. (Fall sections writing-intensive.) Open to junior and senior non-majors with consent of instructor only. Maximum enrollment, 20 (Fall); 40 (Spring). Drogus (Fall); S. Rivera (Spring).

114F,S International Relations. Introduction to the theory and practice of world politics. Emphasis on the changing structure of the international system; the role of the nation-state and non-state actors; patterns of conflict and cooperation; the use of force, diplomacy and ideology; the interplay between politics and economics. (Spring section writing-intensive.) Open to junior and senior non-majors with consent of instructor only. Maximum enrollment, 40 (Fall); 20 (Spring). Yordán and D. Rivera (Fall); Aronoff (Spring).

116F,S The American Political Process. Introduction to the study of American national institutions, the public policy-making process and, in general, the distribution of political power in American society. (Fall sections writing-intensive.) Open to junior and senior non-majors with consent of instructor only. Maximum enrollment, 40 (Fall); 20 (Spring). Eismeier (Fall); Klinkner (Spring).

117F,S Introduction to Political Theory. Survey of selected political theorists from Plato to the present. Examination of questions of liberty, equality and justice. (Spring section writing-intensive.) Open to junior and senior non-majors with consent of instructor only. (Same as Philosophy 117.) Maximum enrollment, 40 (Fall); 20 (Spring). Martin (Fall); Cannavó (Spring).

207S Simulating the Middle East Peace Negotiations. Examination and simulation of the ongoing quest for peace in the Middle East. Focus on the main state and nonstate actors in negotiations among Israel, the Palestinian Authority and Syria, as well as the principle mediator, the United States, and the main regional mediator, Egypt. Culminating experience: a simulation of negotiations among the parties, Israel and Syria, and Israel and the Palestinian Authority. (Writing-intensive.) Prerequisite, 112, 114 or History 275. Maximum enrollment, 20. Aronoff.

208F Political Parties and Elections. Analyzes the development of, and current theories regarding, political parties and elections in American politics. Topics include theories of party realignment, voting behavior, party composition and behavior, and the relationship between parties and elections and democracy. Covers both presidential and congressional elections. Prerequisite, 116 or consent of instructor. Not open to students who have taken 221. Campbell.

210S Interest Groups. Analysis of the role of interest groups in American democratic theory and practice, including the history and regulation of interest groups, organizational creation, maintenance and change. Techniques of influence and issues of reform, including lobbying and campaign finance. Prerequisite, 116. Not open to students who have taken 221. Campbell.

[211S] Politics in China. Decline of Confucian China and problems of recreating political order. Topics include rise of the Communist Party, political organization and policy in the People's Republic, role of ideology, foreign relations, the politics of modernization and China's increasing integration into the world economy. Prerequisite, 112 or 114.

[213F] Politics in Russia and the CIS. Examination of politics after the collapse of communism in the former Soviet Union, from historical and comparative perspectives. Focuses on the Soviet legacy, the reforms of the Gorbachev and Yeltsin eras, and the

disintegration of the Union. Topics include the rise of nationalism and ethnic politics, the creation of political parties, the dilemmas of combining marketization and democratization, and the prospects for democracy after Yeltsin. Prerequisite, 112 or 114, or Russian Studies 100. (Same as Russian Studies 213.) (Next offered 2003-04.)

214S Politics in Western Europe. Comparative study of post-World War II politics and government in several European countries, normally concentrating on Britain, France and Germany. Topics include state and political institutions, state- and nation-building, social conflicts and consensus, political culture and the interplay of politics and economics. Some attention paid to international relations in Western European states. Assumes some prior knowledge of Western European history. Prerequisite, 112 or 114. Yordán.

[216S] Politics in Latin America. Comparative and historical approach to analyzing the political process in contemporary Latin America. Focuses on nature of authoritarian regimes and the current process of redemocratization. Topics include the role of the military and state, popular resistance to military rule, human rights and political problems of economic development. Prerequisite, 112. (Next offered 2003-04.)

218S Politics of Africa. Comparative examination of the domestic politics of sub-Saharan Africa. Central focus on explaining the recent rise of both multi-party democracy and state collapse across the continent. Examination of the colonial legacy, the nature of the African state, ethnic conflict, class divisions, the role of the military and the problems of economic underdevelopment. Prerequisite, 112 or 114, or Africana Studies 101. (Same as Africana Studies 218.) Orvis.

[220F] Seminar in Classics and Government: Cicero, Jefferson and Hamilton. A study of the career of Cicero, the great Roman lawyer and politician, and of the debates between Alexander Hamilton and Thomas Jefferson, with special attention to Greek and Roman influences on the founders of the United States. Intensive discussion of readings from Thucydides, Plato, Cicero, Plutarch and the writings of Hamilton and Jefferson. (Writing-intensive.) Prerequisite, one course in classics (classical studies, Latin or Greek) or government or consent of instructors. (Same as Classical Studies 220.) Maximum enrollment, 20.

[227] State and Local Politics. Analysis of politics in American states and localities, including elections, party systems, political institutions and policymaking. Perspectives on federalism. Prerequisite, 116. (Next offered 2003-04.)

230S Data Analysis. How can we tell whether providing child care will encourage more welfare recipients to work? How do we know whether tougher drunk-driving laws will reduce accidents? This course explains how social scientists try to determine the truth about public issues. Topics covered include descriptive statistics, sampling distributions, hypothesis testing and regression, with a focus on how those tools are used in public policy debates. Mathematical formulae are kept to a minimum, and the intuition behind statistical procedures is emphasized. Not open to students who have taken Economics 265. Wyckoff.

[239S] Gender and Politics in Latin America. How does gender influence the incorporation of citizens into the processes of political and economic development in Latin America? What implications does women's activism hold for women and for politics? Specific topics include suffrage and the definition of citizenship, women's status under various types of political and economic regimes, elite and working class women's organizations and the meaning of feminism in Latin America. (Writing-intensive.) Prerequisite, 112 or one course in women's studies. (Same as Women's Studies 239.) (Next offered 2003-04.) Maximum enrollment, 20.

[241F,S] Survey of Constitutional Law. Analysis of constitutional doctrines through major cases. Function of the Supreme Court as an instrument of government and arbiter of public policy. Doctrines include judicial review, federalism, interstate

commerce, due process and questions of individual rights. Prerequisite, 116 or a course in American history. (Next offered 2003-04.)

[244] Nationalism and the Politics of Identity. The evolution of nationalist, ethnic and religious conflicts in the post-Cold War world. The causes, implications and potential resolutions of such conflicts. The origins, history and power of nationalism. Cases include Burundi, South Africa, Rwanda, Yugoslavia, the former Soviet Union and the United States. Prerequisite, 112 or 114.

251F Introduction to Public Policy. For full description, see Public Policy 251.

[255] Politics and History of World War II. Exploration of the events and context of World War II, focusing primarily on the diplomatic and military aspects of the conflict. Attention will also be paid to the social impact of the war (for both soldiers and civilians), its moral and philosophical aspects, and its influence on post-war politics. (Next offered 2003-04.)

257S Using Survey Research. For full description, see Sociology 257.

258S Poverty, Law and the Welfare State. For full description, see Sociology 258.

[265S] Free Speech in American Political and Legal Thought. Analysis of competing theories of the liberty of expression in the American context. Focuses primarily on contemporary political and legal disputes over such morally divisive issues as "hate speech," campus speech codes, pornography, media and internet censorship, and the proper role of free speech in a democracy. Examination of the evolution of American constitutional law concerning freedom of expression. (Writing-intensive.) Prerequisite, 116 or 117. (Next offered 2003-04.) Maximum enrollment, 20.

[266F] Politics in Eastern Europe. Investigation of the political and economic transitions in the formerly Communist nations of Eastern Europe (including the former Yugoslavia). Focuses on the period of Soviet rule, the revolutions of 1989 and the problems of democratization, nationalism and marketization since the collapse of communism. Topics include ethnic complexity, dealing with the communist past and explaining regional differences. Prerequisite, 112 or 114. (Same as Russian Studies 266.)

270F Democratic Theory. Analysis of the idea of democracy, traditions of democratic theory (liberal, Marxist, elitist) and current problems of democracy in practice. Topics include liberty and equality, community power, participation and bureaucracy. Prerequisite, 117 or consent of instructor. Martin.

[275] Public Education: Policy, Politics and Ideology. Examination of reform movements in public education. Discussion of purpose(s) of public education in a liberal democratic society and political conflicts over education. Prerequisite, 116 or 117 or consent of instructor.

[276S] Enlightenment and Counter-Enlightenment. Examination of the political thought of the Enlightenment, the early modern period roughly from the English Revolution to the French Revolution (1640-1800). Analysis of such theorists as Hobbes, Locke, Montesquieu, Hume, Rousseau, Burke and Kant. Topics include liberty, equality, natural law, political culture, revolution, progress and the role of tradition. Focus on the relationship between scientific reason and political power. Prerequisite, 117 or consent of instructor.

[277S] Conservative Thought in the United States. For full description, see History 277.

[280F] The Politics of Gender. The impact of gender on politics and the value of studying politics from a female perspective. Topics include political socialization, communication, media coverage, public opinion and voting behavior; women as public leaders; gender and competing for elective office; symbolic politics of gender in policy issues including welfare reform, health and education. (Writing-intensive.)

Prerequisite, 116 or 117. (Same as Women's Studies 280.) (Next offered 2003-04.) Maximum enrollment, 20.

285F Introduction to Environmental Politics. An overview of the main actors, ideas and arenas of environmental politics, both domestic and global. Topics include the environmental movement and its history, the anti-environmental backlash, race and the environmental justice movement, environmental ideologies, the relation between environmental science and politics, the domestic and international environmental policy processes, the North-South debate, the challenges to environmental policy posed by globalization and the implications of environmental problems and activism for liberal democracy. Students will explore these topics directly and through selected policy issues. Cannavó.

287S Political Theory and the Environment. What is the relationship between theorizing about politics and theorizing about nature? The course will explore (1) how conceptions of the natural world and our relationship to it have shaped ideas about politics and (2) how contemporary "green" political thinkers attempt to craft principles for an ecologically responsible society. Topics include views of nature in liberalism, civic republicanism, Marxism and postmodernism, as well as in "green" political ideologies, such as ecofeminism, social ecology and Third World perspectives. Prerequisites, 117, 285 or permission of the instructor. Cannavó.

290S U.S. Foreign Policy. The end of the Cold War, as well as recent terrorist attacks, have presented American foreign policymakers with many new challenges to established ways of dealing with world problems. This course will focus on alternative policies for dealing with these problems. Some attention is also given to how foreign policy is shaped by government structure, political culture, organizational dynamics, public opinion, individual psychology, and economic and strategic interests. Yordán.

291S International Political Economy. Examination of the development and evolution of the modern global economy and its political impact. Issues include global trade relations, the monetary system and international debt, the role of multinational corporations, foreign aid, imperialism and dependency, industrial competitiveness, and the rise and impact of newly industrializing countries such as South Korea and Taiwan. Prerequisite, 114. Not open to students who have taken 292. Cafruny.

[295S] U.S.-China Relations. Examination of the development and issues of Sino-American relations in an era of rising Chinese power. Emphasis on the interaction of global environment, national attributes and leadership characteristics in the formation of the foreign policies of both countries. Topics include the historical context of normalization, political discourse regarding human rights, the role of media, trade relations, the tension over the Taiwan strait, and cultural and educational exchange between China and the United States. Prerequisites, 114, 211 or 290. Maximum enrollment, 16.

302F Fragile States. This course asks the question, what makes governments and political institutions weak or strong, stable or unstable? It will examine the causes and consequences of state collapse; the possibility of re-building states; the role of the military; the causes, consequences and possible remedies of corruption. We will examine case studies from several different regions of the world. (Writing-intensive.) Prerequisite, 112 or 114. Maximum enrollment, 20. Orvis.

304S Marxism. Introduction to the basic concepts of Marxism, including Marx's philosophy of science and history, economics and political writings. Topics include dialectics and historical materialism; alienation and private property; revolution and inevitability; imperialism; and the global economy. Critical evaluation of the historical and contemporary application of Marxism. (Writing-intensive.) Prerequisites, 112, 117 or consent of instructor. Maximum enrollment, 20. Wayland-Smith.

[306] American Political Development. Analyzes the development of political institutions and processes throughout American political history. Topics include the

Constitution and the origins of the American republic, the Jacksonian era, the Civil War and Reconstruction, Populism and Progressivism, the New Deal Era, and World War II and the Cold War. Prerequisite, 116 or consent of instructor. (Next offered 2003-04.)

[309S] Qualitative Research Methods. For full description, see Sociology 309.

[310F] Comparative Political Development. Analysis of contending theories of political development, focusing principally on the creation of strong states and other political institutions. Topics include the influence of culture on political development, the impact of imperialism and colonialism, the role of the military, the development of political parties, political reform, revolution, nationalism and ethnic conflict, and democratization. (Writing-intensive.) Prerequisite, 112 or 114. Maximum enrollment, 20.

311S Transitions to Democracy. Investigation of democracy in theory and practice through an analysis of the breakdown of democratic regimes and transitions to democracy. Cases include Spain, the USSR/Russia, Mexico and South Africa. Topics include the role of elites in transition, the resurgence of civil society, the role of ethnicity and nationalism, and military intervention. (Writing-intensive.) Prerequisite, 112 or consent of instructor. Maximum enrollment, 20. S. Rivera.

319F Seminar: Topics in U.S. Foreign Policy. Analysis of the politics and processes that produce U.S. foreign policy decisions. Emphasis on the integration of case study and theoretical materials. Evaluation of the ethics of foreign policy decisions. Prerequisite, 290 or consent of instructor. Maximum enrollment, 12. Grove.

321F Term in Washington: Congressional and Executive Internships. Two consecutive six-week internships — first, in either the office of a member of Congress or with the staff of a congressional committee; second, in a federal administrative office. Interns assume some operational responsibility in each office and gain a perspective on legislative and executive roles in the public policy process. For prerequisites, see p. 143. Does not count toward the concentration. Offered credit/no credit only. Anechiarico.

323F Term in Washington: Intern Participant-Observation. Participants in the program are asked to evaluate their experience in government offices through a series of group discussions and papers focused on particular aspects of the internships. Does not count toward the concentration. Anechiarico.

325F Term in Washington: Seminar. An academic seminar focusing on the public policy process and national issues. Anechiarico.

327F Term in Washington: Independent Research. Preparation and presentation of independent research on a problem related to public policy issues. Use of Washington's unique human and data resources required. Anechiarico.

334S Congress and the Presidency. Examination of sources of cooperation and conflict between the legislative and executive branches of government, including constitutional arrangements, elections, institutional structures and political parties. Analysis of presidential leadership and congressional decision-making in foreign and domestic policy. (Writing-intensive.) Prerequisite, 116. Not open to students who have completed 228. Maximum enrollment, 20. Campbell.

[335] The Criminal Justice System. A survey of the laws and institutions that comprise the criminal justice system in the United States. Study of leading constitutional cases on criminal due process and critical analysis of leading theories on the causes and control of criminal behavior. Particular attention to police behavior and the evolution of correctional policy and institutions. (Writing-intensive.) Prerequisite, 241. Maximum enrollment, 20.

[338] American Public Administration. Analysis of the history, structure and political influence of public administration in the United States. Consideration of all levels of government with special attention to the influence of reform movements on the development of federal and local administration. Topics include budgeting, corruption

and ethics regulation, public contracting and the organization of public works, and public personnel policy. (Writing-intensive.) Prerequisite, 116 or 251. Maximum enrollment, 20. Drogus.

[339S] East Asian International Relations. Examination of structural, cultural ideological and organizational factors that have shaped the foreign policy of East Asian countries since World War II. Topics include the rise of Japan and the NICs (Newly Industrialized Countries), the Japan-U.S. economic conflict and cooperation, China's open door policy, the possibility of a Pacific Economic Community and regional security issues. Emphasis on the interaction of politics and economics, the linkages between domestic and foreign policies, and the interdependence of major powers and small states. Prerequisite, 112 or 114.

[340F] Race and American Democracy. Survey of the role of race and equality in American democracy. Special emphasis on understanding how notions of racial equality have advanced and declined throughout American history and the role of race in current American politics. (Writing-intensive.) Prerequisite, 116 or consent of instructor. (Same as Africana Studies 340.) (Next offered 2003-04.) Maximum enrollment, 20.

[341S] China's Cultural Revolution. Analysis of the causes, dynamics and consequences of the Chinese Cultural Revolution. Emphasis on the role of the individual (Mao), institution and ideology. Readings include social science studies and literary works written by both foreign observers and Chinese witnesses. Also, comparison with other violent social movements in the 20th century. (Writing-intensive.) Prerequisite, 112 or 114. Maximum enrollment, 20.

345F Ethics and Public Policy. An introduction to fundamental issues of moral and political theory in public policy debates. Topics include ethical compromise on the part of public officials, individual rights vs. communitarian values, distributive justice, commodification, property rights, moral duties beyond borders, moral conflict and pluralism, the collision between political and scientific values, and moral responsibilities to nature and future generations. Course materials will include both theoretical readings and policy cases. (Writing-intensive.) Prerequisite, 117 or Public Policy 251. Maximum enrollment, 20. Cannavó.

348S People Power: Popular Movements in Comparative Perspective. The role of popular movements in democratic transitions, the consolidation of new democracies and the practice of established ones. Examination of the relationship between popular movements and "civil society." Cases from the United States, Latin America, Africa and Eastern Europe. Consideration of the origins, role, organization, success and failure of popular social movements. Students write a research paper applying movement theory to a case. (Writing-intensive.) Prerequisite, 112 or 116. Maximum enrollment, 20. Drogus.

[350S] The Roman Historians. For full description, see Latin 350.

[355F] The European Union in World Affairs. Examination of the origins and development of the European Community. Topics include theories of economic and political integration; evolution of EC institutions; relations between the EC and the United States, Eastern Europe and the Third World; development of the European monetary system; problems of European political cooperation. Prerequisite, 112 or 114. Maximum enrollment, 20.

[358S] International Law and Organization. Investigation of the history, theory and contemporary practice of international law. Topics include basic principles of international law; theoretical and normative debates; evolution of the United Nations system and contemporary peacekeeping and humanitarian operations; the just war; law of self-determination; intervention in civil wars, domestic anarchy or genocide; international economic organizations; women and international law; and international war crimes tribunals. Prerequisite, 114.

[363S] Political Economy of Development. Examination of theories and issues in the relationship between economic and political development. Prerequisite, one of the following: 211, 216, 218, 291, 310 or consent of instructor. Maximum enrollment, 20.

367S Mass Media in Politics. Analysis of the performance of the mass media in the United States in informing the public about politics. Topics include the factors influencing the content of news, freedom of the press issues, and the causes and effects of any systematic biases or deficiencies in the political information made available to the public. Special attention given to current political news coverage in the media. (Writing-intensive.) Prerequisite, 116. Maximum enrollment, 20. Campbell.

374F War and Politics. Examination of competing theoretical approaches and empirical evidence concerning the sources, nature of and consequences of armed interstate conflict. Examples drawn from historical and contemporary cases. (Writing-intensive.) Prerequisite, 114. Yordán.

[376] American Political Thought. Analysis of the evolution of American political theory. Examination of American traditional political values and ideals. Featured philosophers include Puritans, revolutionaries, founders, slavery's defenders, transcendentalists, robber barons, pragmatists and '60s radicals. Prerequisite, 116 or 117 or consent of instructor.

[381] National Security Policy. Intensive examination of issues and theories in U.S. national security policy. Topics include the defense budget, defense organization, civil-military relations, weapons procurement, industrial-base preservation, personnel policy, strategy formulation, U.S. security interests in Europe and Asia, global-arms proliferation and the use of force. (Writing-intensive.) Prerequisite, 290 or consent of instructor. Maximum enrollment, 20.

382S Topics in Public Policy. For full description, see Public Policy 382.

386S Theories of International Relations. Survey of competing approaches to the study of international politics. Realism, transnationalism and regime analysis, and the problem of international system transformation. Some attention to research methods. (Writing-intensive.) Prerequisite, 114. Should be completed by the end of the junior year. Maximum enrollment, 20. D. Rivera.

550F,S Senior Project. A senior project required for all concentrators in the department. Open to concentrators only. The Department.

551S Senior Honors Thesis. The Department.

History

Faculty

Maurice Isserman, *Chair*
Douglas Ambrose
Hans Peter Broedel
Kevin P. Grant
Peter P. Hinks (F,S)
Esther S. Kanipe
Shoshana Keller
Alfred H. Kelly
Maggi M. Morehouse
Robert L. Paquette (F)
Eugene M. Tobin
Lisa N. Trivedi
Thomas A. Wilson

A concentration in history consists of 10 courses. Each concentrator must take a 100-level history course, and no more than one 100-level course may be counted toward the concentration. All 100-level courses are writing-intensive and are designed to prepare the student for upper-level courses. At least two places will be reserved in each 100-level course for juniors and seniors. A concentrator must also take at least four courses at the 300 level or higher.

A concentrator's courses must provide acquaintance with a minimum of three areas from among Africa, Asia, Europe, Latin America, the Middle East, Russia and the United States. At least three courses must focus upon areas outside of Europe and the United States. A concentrator in history must also take at least one course in premodern history. The department encourages concentrators to develop competence in a foreign language and to use that competence in their historical reading and research.

Concentrators may fulfill the department's Senior Program requirement through satisfactory completion of either of the following options:

Research Seminar (401-403: one course credit each). Concentrators may fulfill the Senior Program requirement through satisfactory completion (a grade of at least C-) of one 400-level research seminar. These courses may emphasize the critical evaluation of scholarship in a specific field, culminating in a historiographical essay or primary research culminating in an original essay.

Independent Senior Thesis (550: one course credit). Concentrators with a departmental grade point average of 88 or higher may, with the permission of the department, pursue an individual project under the direct supervision of a member of the department. To earn departmental honors, concentrators must demonstrate general distinction in their coursework and earn a grade of A- or higher for the independent senior thesis. Finally, to earn departmental honors, concentrators must complete at least one year of college-level study in a foreign language and make a public presentation of the senior thesis.

A minor in history consists of five courses, of which only one can be at the 100-level and at least one must be at the 300-level or higher, as approved by the department.

A student wishing to be certified to teach social studies in grades 7-12 should contact Susan Mason, director of the Education Studies Program, as early as possible.

102S Atlantic World in the Era of the Slave Trade. Survey of the development of the world economy from the 15th to the 19th centuries, with emphasis on the interrelations of Western Europe, Africa and the Americas. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20. Paquette.

104F Europe and its Empires, 1500-2000. A survey of European exploration, imperial expansion and post-colonial society. Examines European debates over the principles and objectives of imperialism in the Americas, the Pacific and Africa. Illuminates changing views toward culture, economics, race, gender and nationality. Stress upon basic skills in the interpretation of historical texts and writing. (Writing-intensive.) Maximum enrollment, 20. Grant.

[105F] Introduction to East Asia: China and Japan. Introduction to political philosophy and social relations in imperial China and in Japan under the imperial court and shogun. Examines the distinctive characteristics of each and their cultural interaction. Lectures on the status of the emperor, the Confucian gentry in China, the warrior cult of the samurai in Japan; philosophical, religious and literary developments. (Writing-intensive.) Maximum enrollment, 20.

[107S] In Red, White and Black: Iberian Colonization of the Americas. A survey of Iberian expansion into and colonization of the Americas beginning with Portugal's exploration of West Africa in the 15th century and ending with the abolition of slavery in Brazil in 1888. Emphasis on diasporas, cultural encounters, labor systems, race and slavery. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20.

109S The Emergence of Modern Western Europe, 1500-1815. Survey of transformation of Western Europe from the Renaissance through Napoleon. Focuses on social, political, economic and intellectual developments; examination of primary sources and secondary studies. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20. Ambrose.

111S Women in Modern Europe. Survey of the history of European women since the Middle Ages; evolution of women's roles in families, employment and communities; women's struggles as religious, revolutionary and/or feminist rebels. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20. Kanipe.

[113F] The History of Work in the United States to 1900. Introduction to labor history in the United States, covering the changing nature of work, the work force and the institutions involved in industrial relations through the end of the 19th century. Emphasizes the diversity of experiences and contributions to the economy and the roles of immigrants, African Americans and women. (Writing-intensive.) Stress on basic skills in the study of history. Maximum enrollment, 20.

[117S] Europe Since 1815. A survey of European history in a global context since the Napoleonic period. Focuses on political, social, economic and cultural developments. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20.

[120F] Roman Civilization. For full description, see Classical Studies 120.

124F The Silk Road: Crossroads of Cultures. We will focus on the role of cross-cultural contact as a driving force in history. The Silk Road ran from China to Rome, serving as a conduit for goods, people and ideas from prehistorical times to 1500 C.E. Students will study trade, language, religion and political power as Chinese, Mongols, Persians, Turks, Greeks and others interacted along this vital route. Stress on basic skills in the study of history. (Writing-intensive.) Maximum enrollment, 20. Keller.

137F,S War and Society in the Ancient World. Introduction to war in its cultural context. Warfare in the ancient world from the Bronze Age to the fall of the Roman Empire. Topics include the growth of empires, military strategy and tactics, concept of heroism, war and politics, social effects of violence. Stress on basic skills in the study of history. (Writing-intensive.) (Same as Classical Studies 137.) Maximum enrollment, 20. Broedel.

[138] Introduction to South Asian Cultures. Introduction to political structures, religious philosophies and social relations in ancient, medieval and early modern South Asia. Examination of distinctive characteristics of each period, emphasizing both continuity and change. Lectures on Indus civilizations, development of Hinduism and Buddhism, and impact of Islam on the Indian sub-continent's political and economic structures. (Writing-intensive.) Stress on basic skills in the study of history. Maximum enrollment, 20.

[139S] Antislavery and Emancipation in the Atlantic World. Study of the rise of one of the great intellectual currents of the modern world, the systematic opposition to slavery and the religious figures, political economists, slaves, sailors, missionaries, planters and democrats who participated. Character and significance of various New World emancipations from the Northern United States in the 18th century to Brazil and Cuba at end of the 19th century. Emphasis on slave initiatives and resistance, role of states and economic and social consequences of emancipation. (Writing-intensive.) Maximum enrollment, 20.

180F,S Exploring Culture in the Great Cities of Asia. An interdisciplinary exploration of Asian cultures through cities in China, India and Japan from early times to the 20th century. Examines the history and geography of greater Asia, its diverse peoples and their philosophical and literary traditions; their religious and commercial practices; and their art. (Writing-intensive.) (Same as Asian Studies 180.) Maximum enrollment, 20 in each section. Trivedi and Wilson.

201S Introduction to American Studies. For full description, see American Studies 201.

[202S] Gender and Sexuality in East Asia. Comparative study of the cultural norms governing masculinity and femininity in China and Japan. Lectures and discussion on how such norms are propagated and contested as found in social and religious practices and philosophical and literary texts. Readings in Chinese and Japanese history, literature, society and theories of sexuality and gender. (Writing-intensive.) No previous knowledge of Asian history required. Prerequisite, one 100-level history course. Maximum enrollment, 20.

203F African-American History to 1865. A survey of the social, political and economic history of African-Americans from the 1600s to the Civil War. Focuses on slavery and resistance, racism, the family, women and cultural contributions. Prerequisite, one 100-level history course or Africana Studies 101 or consent of instructor. (Same as Africana Studies 203.) Morehouse.

204S African-American History from 1865 to the Present. The experiences of the African-American community from Reconstruction, through industrialization and Northern migration, the Harlem Renaissance and Pan Africanism, to the World Wars and the civil rights movement. Analysis of the construction of "race" in each period and the diversity of the black experience in America. Prerequisite, one 100-level history course or Africana Studies 101 or consent of instructor. (Same as Africana Studies 204.) Morehouse.

206F Medieval Europe. A survey of Western Europe in the Middle Ages, concentrating on the development of political, social and religious institutions and medieval contributions to Western cultural traditions. Prerequisite, one 100-level history course. Broedel.

[212F] Modern Germany: 1789 to the Present. Political, cultural and social developments, with emphasis on the authoritarian versus the liberal tradition, unity and modernization, the World Wars, Nazi tyranny, postwar division and unification. Prerequisite, one 100-level history course.

[214S] France Since 1789. A survey of developments in state-society relations in modern France, with an emphasis on political revolutions, long-term economic transformations, changing roles of class and gender in social organization and impact of the World Wars. (Writing-intensive.) Prerequisite, one 100-level history course. Maximum enrollment, 20.

218S Europe in the Twentieth Century. Social, economic and demographic developments in Europe since 1914. Emphasis on the impact of the two World Wars, the Great Depression, authoritarianism, post-industrial society and the welfare state, and the collapse of colonial empires. Prerequisite, one 100-level history course. Kanipe.

221F Early Russian History From Rurik to Alexander II. A survey of Russian history from Kievan Rus' to the Great Reforms of Alexander II. Emphasis on the development of Russia from scattered principalities to empire and its struggle for an identity between Europe and Asia. Prerequisite, one 100-level history course. (Same as Russian Studies 221.) Keller.

222S Modern Russian History: 1861-1991. Russia from the emancipation of the serfs to the collapse of the Soviet Union. Emphasis on political and social changes and continuities throughout the late tsarist and Soviet periods. Prerequisite, one 100-level history course. (Same as Russian Studies 222.) Keller.

[225F] Modern European Intellectual History: 1600-1830. Origins and development of the modern Western mind. Emphasis on the Scientific Revolution, modern political theories, the rise of secularism, the Philosophes and the Enlightenment, romanticism, conservatism, nationalism and German idealism. Prerequisite, one 100-level history course.

226S Modern European Intellectual History: 1830 to the Present. Intellectual responses to the modern world. Emphasis on liberalism, positivism, Marxism, Darwinism, racism, the challenge of Nietzsche, the rise of social sciences and historicism, discovery of the unconscious, the problem of the masses, fascism, communism and existentialism. Prerequisite, 225 or consent of instructor. Kelly.

[228F] The Family in Modern History. A study of marriage, sex and the family from the 16th through the 20th centuries in Europe and America. Prerequisite, one 100-level history course.

[233S] Philosophical Masters of Ancient China. Discussion of the major religious and philosophical schools and thinkers of ancient China. Readings in Daoism, Confucianism, Yin-Yang and Five Phases cosmology, Mohism and Legalism from late antiquity to the Han dynasty (206 B.C.-A.D. 200). Students read major writings by ancient Chinese masters and debate their virtues and shortcomings. (Writing-intensive.) Prerequisite, one 100-level history course. Maximum enrollment, 20.

235F Women in Modern Asia. Key dimensions of women's relationships to colonial and national states in Asia during the 20th century. Introduction to distinct cultural systems in Asia with emphasis on how religion, ethnicity and class shape lives of women in Asian societies. Roles of women in politics, economics and social reform under both colonial and national states. Extensive use of biography, autobiography and memoir. Prerequisite, one 100-level history course. Not open to students who have taken 135. (Same as Women's Studies 235.) Trivedi.

239S The Making of Modern India, 1526-1947. An intermediate-level survey of the history of South Asia from the Mughal Empire to Independence. Comparative emphasis upon changes in social identities, political systems and economic life. Primary documents draw forward the perspective of rulers, merchants, women, reformers, workers, colonial officials and nationalists. Prerequisite, one 100-level history course. Not open to students who have taken 129. Trivedi.

241S American Colonial History. A survey of early America from European contact through the Revolution, with emphasis on Indian relations, settlement patterns, political, economic and social development, religious and cultural life, and regional similarities and differences. Prerequisite, one 100-level history course. Ambrose.

[242S] The Old South. Examination of the development of Southern society from European settlement through the Confederacy. Emphasis on evolution of slavery and political development; religious, intellectual and cultural life; slave life and resistance; gender and family relations; secession; and the legacy of Southern history. Prerequisite, one 100-level history course.

[247] "Cracking India:" Historical and Literary Perspectives on Partition. This interdisciplinary seminar investigates the 1947 partition of British India into the

independent nations of India and Pakistan from multiple perspectives and drawing on a variety of sources, including conventional and oral histories, memoirs, fiction and film. Focus on gender and class as well as religious differences. Prerequisite, an introductory course in either history or literature. Maximum enrollment, 24.

[249F] Children in England, c 1400-1800. Survey of English culture and politics from the late medieval era until the early decades of the industrial revolution. Focus on the experiences of children and the ways in which their lives were influenced by changes in economics, religion, population and government. Particular emphasis on gender roles, education and the concept of "childhood." Prerequisite, one 100-level history course. Not open to students who have taken 283.

[251S] Nineteenth-Century America. A survey of American life from 1789 to 1900, with emphasis on the origins of political parties, the growth of democracy, sectional conflict and war, and the transformation of America from an agrarian to an industrial state. Prerequisite, one 100-level history course.

[253F] The Age of Reform: The United States, 1890-1940. A survey of American political, economic, cultural and social life from the end of the 19th century through the start of the Second World War. Topics include Populism, Progressivism, the First World War, the Roaring Twenties, the Great Depression and the New Deal. Prerequisite, one 100-level history course.

254S Recent American History: The United States, 1941 to the Present. A survey of American political, economic, cultural and social life from the start of the Second World War to the present. Topics include the Second World War, the Cold War, McCarthyism, the civil rights movement, the Sixties and their aftermath, and the Reagan Revolution and its aftermath. Prerequisite, one 100-level history course. Morehouse.

257S Race, Ethnicity and Immigration in the Atlantic World. U.S. population growth and its impact on America's social, economic and political life. Impact of immigration on racial and ethnic relations and identity, as well as description of numerous ethnic and racial communities. Dynamics of acculturation and assimilation in struggle to maintain ethnic identity in the face of homogenizing popular culture and governmental programs. Prerequisite, one 100-level history course. Morehouse.

[270S] Courtier and Samurai in Early Japan. Study of the politics and literature of the classical court and the social and political impact of the emergence of the samurai class in medieval Japan. Focuses on interaction with Chinese culture in the formation of Heian politics and religion; the contestation for political power at the imperial court; tensions among the imperial court, the shogun and regional samurai vassals in the medieval era. Prerequisite, one 100-level history course; no previous knowledge of Asian history required.

[271S] Cultures of Empire, c 1790-2000. An analysis of the literary and historical discourses which created the cultures of empire in Great Britain during the 19th and 20th centuries. This course is interdisciplinary in its approach, and students will be encouraged to examine the distinctive methods which literary scholars and historians bring to their studies of the past. Emphasis upon the ideologies of class, race and gender, encompassing Britain's transition from an imperial nation into a post-colonial society. Prerequisite, one 100-level history course. (Same as English 271.)

[272F] Restoration and Reform in Modern Japan. Examines the historical background, social and political reforms, and consequences of the Meiji era of modern Japan. Focuses on the role played by domestic economic developments on the decline of the samurai class, the contradictory motives of Meiji reformers, traditional nativism's impact on the rise of fascism and Japan's economic and military expansion throughout eastern Asia beginning in the 1930s. No knowledge of Asian history required. Prerequisite, one 100-level history course. Maximum enrollment, 20.

275S Modern Middle Eastern History. A survey of the Middle East from Napoleon's invasion of Egypt in 1798 to the present. We will examination Muslim responses to European Imperialism, political and cultural developments, the impact of the Cold War and the continuing Arab-Israeli rivalry. (Writing-intensive.) Prerequisite, one 100-level history course. Maximum enrollment, 20. Keller.

[277S] Conservative Thought in the United States. A survey of important conservative thinkers and their writings, from the Founding Fathers to the New Right. Prerequisite, one 100-level history course. (Same as Government 277.)

278S South Africa, 1652-1998. Survey from the first Dutch settlement on the Cape in 1652 until the publication of the report of the Truth and Reconciliation Commission in 1998. Emphasis upon the family, race and gender. These issues will be explored through the experiences of indigenous peoples, such as the Khoisan and Xhosa, migrant laborers from Asia, the "coloured" communities, Afrikaners and British settlers. Prerequisite, one 100-level history course. (Same as Africana Studies 278.) Grant.

[280F] Chinese Culture in Imperial Times. In-depth study of late imperial Chinese cultural, intellectual and political history from the 11th through the 18th centuries. Focuses on popular religious cults, the emergence of the Confucian gentry and civil bureaucracy in the 11th century, the controversy over Confucian truth. Prerequisite, one 100-level history course. No previous knowledge of Asian history required.

[282S] Narratives of Nationhood. Examination of the concept of the nation as an imagined community. Class discussions use fictional, newspaper and historical texts, and film and narrative theory to examine how ideas of the nation are constructed and how they relate to such issues as war, colonialism, modernization and exoticizing the other. Discussions of theories of the nation and narrative and separately to discuss novels, histories and journalist accounts concerned with nationhood. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. Maximum enrollment, 20.

[283F] England, Great Britain and Empire, 1485-1783. A survey from the establishment of the Tudor Monarchy to the conclusion of Britain's war with the American colonies. This course situates the experiences of the British Isles in the broader context of overseas expansion. Emphasis on family life, religion and popular culture. Prerequisite, one 100-level history course.

284F Great Britain, the Empire and Immigration, 1783-1997. A survey of British politics and society from the end of the war with the American colonies to the election of New Labour. Emphasis on imperial and post-colonial issues, including the influence of the empire on British daily life, ideologies of race and immigration. Prerequisite, one 100-level history course or consent of instructor. Not open to students who have taken 271. Grant.

285F Modernity and Nationhood in China. Examination of the social factors in the decline of imperial China in the 19th century, cultural interaction with Westerners, nationalist revolutions in the 20th century. Reevaluation of the coherence of nationhood in Chinese identity and the Western "impact" as the crucial factor in the formation of modernism. No knowledge of Asian history required. Prerequisite, one 100-level history course. (Offered in alternate years.) Wilson.

289S Europe in Transition. Exploration of the period in European history customarily assumed to mark the transition between the medieval and modern worlds, and the changes in life, thought and culture that make this transition meaningful. Topics will include the European Renaissance, the printing revolution, the discovery of the New World, religious reformations and the advent of scientific thought. Prerequisite, one 100-level history course. Broedel.

[291F] Rome in the Ancient World. A survey of social, political, religious and intellectual history of Rome from the earliest foundation of the city to the decline of the Roman Empire in the west in the fifth-century C.E. Focus on acquisition and

survival of empire, relations between political and social change, rise of Christianity and legacy of Roman culture in the west. Prerequisite, one 100-level history course. (Same as Classics 291.)

301S The Philosophy of History. An examination of such enduring issues as causation, general laws, fact and explanation, objectivity, pattern and meaning, uniqueness and the role of the individual. Readings from classic and contemporary texts, with emphasis on the practical, historiographical implications of philosophical theories. (Writing-intensive.) Prerequisite, two 200-level history courses or one 100-level history course and one course in philosophy. (Same as Philosophy 301.) Maximum enrollment, 20. Kelly.

304F The French Revolution. A detailed examination of the French Revolution, including its origins, events and key personalities, and its consequences socially, politically and economically. Special attention to historiographical issues. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. Maximum enrollment, 20. Kanipe.

306S Topics in Medieval History. An examination of the theory and practice of war in the middle ages. The course explores medieval military history, the social consequences of war, notions of chivalry and the crusades. Emphasis upon reading and interpretation of medieval sources. (Writing-intensive.) (Same as Medieval Studies 306.) Maximum enrollment, 20. Broedel.

[314F] Nazi Germany. Origins of the Nazi movement, Hitler and the Nazi Party, daily life in the Third Reich, origins and causes of World War II and the Holocaust. (Writing-intensive.) Prerequisite, 212 or 218 or consent of instructor. Maximum enrollment, 20.

[329S] Seminar in European Intellectual History. A detailed study of the works and influence of an individual or school of thought. (Writing-intensive.) Prerequisite, 225 or 226 or consent of instructor. Maximum enrollment, 12.

334F Social History of World War II. An intensive study of World War II and American society, focusing on the "homefront," with particular emphasis on the war's impact on African Americans, Native Americans, Chicanos and women. We will explore in detail the ways in which American workplaces were affected by the war, especially in terms of race and gender. In addition to history texts, we will draw upon fiction, music, slides, movies, maps and Web sites as we immerse ourselves in the time period. (Writing-intensive.) Prerequisite, one 200-level course in American history or consent of instructor. Maximum enrollment, 20. Morehouse.

[337S] Seminar in Chinese Intellectual History: Confucianism. Examination of Confucian thought and ritual practice from Confucius and his immediate disciples, its syncretic reformulation in the Han dynasty to its revival in the 11th century, and the New Confucian movement of the 20th century. Emphasis on reading primary texts in intellectual and ideological contexts in order to scrutinize the native terms in which Confucians understood themselves and their place in society and history. (Writing-intensive.) Prerequisite, 270, 280, 285 or consent of instructor. (Same as Philosophy 337.) Maximum enrollment, 12.

[338F] Seminar: Heroes and Bandits in Chinese History and Fiction. Readings from several of China's greatest literary works (including histories, novels, opera and poetry) such as Sima Qian's *Records of the Grand Historian* and *The Romance of the Three Kingdoms*. Reexamination of widely held assumptions about history and fiction with discussions and writing assignments on the role played by different genres as sources for knowledge about the past. Emphasis on authors' attitudes in shaping narrative accounts of heroes, bandits, assassins, scholars, women and emperors. (Writing-intensive.) Prerequisite, 280 or 285 or consent of instructor. (Same as Comparative Literature 338.) Maximum enrollment, 12.

[340S] Studies in Twentieth-Century Europe. (Writing-intensive.) Prerequisite, one 200-level course in European history or consent of instructor. Maximum enrollment, 20.

[341S] Studies in American Colonial History. Examination of processes of cultural transmission, interaction and change in British North America from settlement through American Revolution. Emphasis on encounters among Indian, European and African peoples, community formation and patterns of belief and behavior. (Writing-intensive.) Prerequisite, 241 or consent of instructor. Maximum enrollment, 20.

342F The Minds of the Old South: Southern Intellectual History, 1700-1877. Investigation of the intellectual and cultural history of white and black southern Americans from 1700 through Reconstruction. Topics include religious beliefs and practices, literary production and consumption, political and social thought, and relation of southern thought to national and transatlantic developments. (Writing-intensive.) Prerequisite: 203, 242, 251 or consent of instructor. Maximum enrollment, 20. Ambrose.

[343F] Seminar: Revolutionary America. Examination of American society, 1760-1790. Emphasis on internal tensions; imperial relations; revolutionary movement, war and its consequences; independence and establishment of new political and social order. (Writing-intensive.) Prerequisite, 241 or consent of instructor. Maximum enrollment, 12.

[344F] Studies in Women's History. An examination of how bodies, male and female, have been viewed, analyzed, defined, interpreted, used, invaded and worshiped in European history. Includes historical sources on medical literature, arts, prostitution, sexuality, fashion and psychology. (Writing-intensive.) Prerequisite, one 200-level course in European history or any 100-level course in history and one course in women's studies, or consent of instructor. (Same as Women's Studies 344.) Maximum enrollment, 20.

345S Studies in Russian History. Topic for 2003: The Soviet Experience. Intensive study of the Soviet Union, based on reading and discussion. Students will write a substantial research paper. (Writing-intensive.) Prerequisite, 221 or 222 or consent of instructor. May be repeated for credit under a different topic. (Same as Russian Studies 345.) Maximum enrollment, 20. Keller.

[350F] Slavery and the Civil War. A study of the causes and consequences of the Civil War, with emphasis on antebellum society, sectional tensions, Abraham Lincoln and military strategy. (Writing-intensive.) Prerequisite, 251 or Africana Studies 101 or consent of instructor. (Same as Africana Studies 350.) Maximum enrollment, 20.

[352F] Women and the American Social Reform Tradition. An examination of women's participation in the issues and movements that have shaped American politics and society from the 18th through the 20th centuries. Topics include women in the early republic, evangelical Protestantism, temperance, women's rights and women's suffrage, abolitionism and women's participation in the Civil War, populism and progressivism, settlement houses, the labor movement, the New Deal, civil rights and the women's liberation movement. (Writing-intensive.) Prerequisite, 251 or 253 or consent of instructor. (Same as Women's Studies 352.) Maximum enrollment, 20.

353F Seminar on the Sixties. Examination of a critical period in recent U.S. history, with special attention to the civil rights movements, the Vietnam War, campus protest and the origins of the women's movement. (Writing-intensive.) Prerequisite, 253 or 254 or consent of instructor. Maximum enrollment, 20. Isserman.

359S Studies in American Progressivism. An intensive study of the major political, social and intellectual transformations in American society between 1890 and 1940. Emphasis on the Progressive Era, World War I, the era of alleged "normalcy"

in the 1920s, the Great Depression and the New Deal. (Writing-intensive.) Prerequisite, 253. Maximum enrollment, 12. Tobin.

[360F] Seminar: Mythical Histories in China and Japan. Examination of how history is used to legitimate or critique political institutions such as the Japanese emperor, philosophical regimes such as Confucian state orthodoxy in China and Japan, and social conditions such as women's rights and duties in an extended Chinese family and Marxist Revolution. Emphasis on scrutiny of primary Chinese and Japanese texts in translation based on recent cultural theories such as deconstruction and feminism. (Writing-intensive.) Prerequisite, 270, 272, 280 or 285, or consent of instructor. Maximum enrollment, 20.

[362S] Reconstruction to Jim Crow: The South from 1856 to 1910. Revolutionary impact of the Civil War on the South, political and constitutional controversies over emancipation and Reconstruction policies, and complex adjustments of planters, white yeomanry and former slaves to emancipation. Emphasis on activism during and after Reconstruction disfranchisement, segregation and white supremacy. Major themes: race, gender, economic development and "Lost Cause." (Writing-intensive.) Prerequisite, one 200-level course in American history or consent of instructor. Maximum enrollment, 20.

[363S] Seminar: Colonial Encounters in Asia. Examines encounters between Asian and Western peoples from Marco Polo to the present. Consideration of problems of orientalism/occidentalism and reassesses the myth of the Western "impact" on Asia by learning how Asian peoples understood the West and the ways that Europe, too, was affected by these encounters. (Writing-intensive.) No knowledge of Asian history required. Prerequisite, consent of instructor. Maximum enrollment, 20.

[367S] Sex and Gender in the Pre-Modern West. Examination of attitudes and understandings of human sexuality and construction of gender in Europe from High Middle Ages to the early modern era (c. 1200-1650). Emphasis on sexual deviance and homoeroticism. (Writing-intensive.) Prerequisite, one 200-level history course. Maximum enrollment, 20.

[372S] The Crusades. Examination of the expansion of Western Europe into the Eastern Mediterranean through the crusading movement. Emphasis on the development of the concept of Holy War; cultural conflict and assimilation; and the social, economic, political and religious conditions in Western Europe that gave rise to the Crusades. (Writing-intensive.) Prerequisite, 206 or consent of instructor. Maximum enrollment, 20.

[376] Religious Community and Ethnic Nationalism in South Asia. The history of South Asia in the 19th and 20th centuries, emphasizing the changing relationships of religious communities under colonial and post-colonial regimes. Topics will include the colonial conception of religious community, the public expression of religious identities, the rise of communal violence and the emergence of ethnic nationalism in India, Pakistan, Bangladesh and Sri Lanka. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. Maximum enrollment, 20.

[378S] Topics in American Biography. Examination of the lives of religious figures and their impact on American society and culture. Emphasis on author's interpretation of subject's relation to historical context, varieties of biographical methods and factors that explain variety and intensity of religious faith in American history. (Writing-intensive.) Prerequisite, one 200-level course in American history. Maximum enrollment, 20.

380F Seminar in American Studies. For full description, see American Studies 380.

383S Studies in British and Irish History. Topic for 2003: Women, the Vote and the Nation. A multifaceted study of the relationships between women's campaign for the vote in the United Kingdom and women's participation in national and imperial

politics. (Writing-intensive.) Prerequisite, one 200-level history course on modern Europe or consent of instructor. Maximum enrollment, 20. Grant.

[384S] European Witch Trials. Witchcraft and magical beliefs in Europe and the New World as a problem of intellectual, social and legal history. Emergence of witchcraft persecution in the Middle Ages, mechanisms of witch trials and inquisitional procedures, image of the witch in popular and learned culture, regional variation in witch beliefs and persecution from Eastern Europe to colonial New England and decline of witchcraft persecution in the 17th century. (Writing-intensive.) Prerequisite, one 200-level history course. Maximum enrollment, 20.

401S Research Seminar in History. Critical evaluation of scholarship in a selected topic culminating in a historiographical essay or primary research in a selected topic culminating in an original interpretive essay. (Writing-intensive.) Prerequisite, concentration in history or consent of instructor. Open to seniors only. Senior Program option. Maximum enrollment, 12. Paquette.

[402S] Research Seminar in European History. Critical evaluation of scholarship in a selected topic culminating in a historiographical essay or primary research in a selected topic culminating in an original interpretive essay. Prerequisite, concentration in history or consent of instructor. Open to seniors only. Senior Program option. Maximum enrollment, 12.

[403F] Research Seminar in East Asian History. Critical evaluation of scholarship in a selected topic culminating in a historiographical essay or primary research in a selected topic culminating in an original interpretive essay. Prerequisite, concentration in history or consent of instructor. Open to seniors only. Senior Program option. Maximum enrollment, 12.

550F,S Senior Thesis. A project limited to senior concentrators in history, resulting in a thesis supervised by a member of the department. Required of candidates for departmental honors. The Department.

551S Senior Thesis. A project limited to senior concentrators in history, resulting in a thesis expanded beyond the work of History 550. Prerequisite, 550 and consent of instructor. The Department.

Latin American Studies

Faculty

Dennis Gilbert, *Chair (Sociology)*
Mihyang Cecilia Hwangpo *(Spanish)* (F,S)
Susan Sánchez-Casal *(Spanish)* (F)
Santiago Tejerina-Canal *(Spanish)*
Bonnie Urciuoli *(Anthropology)*

The interdisciplinary minor in Latin American studies consists of five courses including History 107; Sociology 225 or Government 216; one of the Spanish courses listed below; and two additional courses from the list below. Students considering courses at other institutions in the United States or abroad should consult as early as possible with the program's director, Dennis Gilbert (Sociology).

Government
216 Politics in Latin America
239 Gender and Politics in Latin America

History
107 In Red, White and Black: Iberian Colonization of the Americas

Sociology
225 Latin American Society
360 Seminar on Mexico

Spanish
140 Conversation on Hispanic Cultures
200 Exploring Hispanic Texts
201 Spanish for Native Speakers
211 Study of Latin American Literature: Introduction to Literary Analysis
213 Introduction to U.S. Latino/a Literatures
301 Modernismo
320 Contemporary Latin American Novel
350 Special Topics in Latin American Short Fiction
379 The Latino/a Experience

Mathematics

Faculty

Timothy J. Kelly, *Chair*
Richard E. Bedient
Debra L. Boutin (F,S)
Sally Cockburn
Robert Kantrowitz
Larry E. Knop (F,S)
Michelle LeMasurier
Joshua Lesperance
Robert Redfield

A concentration in mathematics consists of the required courses 113, 114, 224, either 235 or 253, 314, 325, 437 and two electives, of which at least one must be at the 300 level or higher. Concentrators fulfill the Senior Program requirement by taking 437. It should be taken in the fall of the student's senior year, and all lower-numbered required courses, with at most one exception, should be completed prior to that time. Physics 320 may be counted as a lower level elective toward the concentration. Students may earn departmental honors by completing courses that satisfy the concentration with an average of not less than 91, by taking a third elective that is at the 300 level or higher, and by making a public presentation to the department on a mathematical topic during their junior or senior year.

A minor in mathematics consists of 113, 224 and three mathematics electives. One of the electives is normally 114 or 215 and at least one of them must have 224 as a prerequisite. No more than one Advanced Placement credit may be counted toward the minor.

100S Statistical Reasoning and Data Analysis. An introductory course intended to develop an understanding of and appreciation for the statistical approach to problems in business and the natural, social and behavioral sciences. May not be counted toward the concentration or the minor. Maximum enrollment, 25. Kelly.

103F Explorations in Mathematics. A study of topics selected from scheduling, ways of counting, probability and statistics, geometry, social choice and decision making. Placement subject to approval of the department. May not be counted toward the concentration or the minor. Not open to students who have taken a calculus course at either the high school or college level. Maximum enrollment, 25. Bedient.

[107F] Mathematics of Finance. An investigation of the changing value of money over time. Topics include simple and compound interest, equivalent rates, equations of value, annuities, amortization, refinancing of loans. Not open to students who have taken 114 or 123. Not open to seniors. May not be counted toward the concentration or the minor. Maximum enrollment, 25.

[108F] Transformation Geometry. An introduction to transformations of the plane. Topics include line reflections, rotations, glide reflections, groups of isometries and symmetry groups. May not be counted toward the concentration or the minor. Maximum enrollment, 25.

113F,S Calculus I. Introduction to the differential and integral calculus of a single variable. Topics include limits, continuity, derivatives, max-min problems and integrals. Four hours of class. The Department.

114F,S Calculus II. A continuation of the study begun in 113 and an introduction to the study of differential and integral calculus of several variables. Prerequisite, 113 or placement by the department. Four hours of class. Successful completion of 114 carries credit for both 113 and 114 for those students placed into 114. The Department.

123F,S Discrete Mathematics. Study of mathematical models and techniques useful for addressing problems such as scheduling, enumeration, network design and

code encryption. Emphasis on analytical and logical skills, including an introduction to proof techniques. Topics include set theory, number theory, permutations and combinations, mathematical induction and graph theory. Appropriate for students with strong pre-calculus backgrounds. The Department.

201F,S Topics in Mathematics. Weekly meetings, including guest lectures, faculty and student presentations and an introduction to the mathematical literature. Prerequisite, permission of the department. One-quarter course credit based on Satisfactory/Unsatisfactory. May be taken more than once with consent of the department. The Department.

215F Vector Calculus. Topics in vector calculus, generalizing those from 114, including divergence, curl, line and surface integrals, Stokes theorem and applications to science, engineering and other areas. Prerequisite, 114 or consent of instructor. LeMasurier.

224F,S Linear Algebra. An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems and eigenvalues; mathematical and physical applications. (Writing-intensive.) Prerequisite, 114 or 215 or permission of instructor. Maximum enrollment, 20. The Department.

235S Differential Equations. Theory and applications of differential equations, including first-order equations, second-order linear equations, series solutions, systems of equations. Prerequisite, 114 or 215, and 224. The Department.

253F Statistical Analysis of Data. An introduction to the principles and methods of applied statistics, including exploratory data analysis, regression model fitting, analysis of variance and categorical data analysis. Inferential statistical techniques, such as confidence intervals and hypothesis testing, are based on the study of sampling distributions. Extensive reliance on authentic data and statistical computer software. Not open to students who have taken 100. Prerequisite, 113 or departmental placement. Maximum enrollment, 25. Kelly.

[262S] Geometries. A survey of geometries including Euclidean, hyperbolic, spherical and transformational. Uses analytic methods from calculus and linear algebra as well as standard geometric approaches. Prerequisite, 224. Not open to students who have taken 261.

[313S] Knot Theory. An introduction to knot theory. Topics include classification of different types of knots, the relations between knots and surfaces, and applications of knots to a variety of fields. Prerequisite, 224.

314F,S Real Analysis I. An introduction to analysis. Topics include sequences, series, continuity and metric spaces. (Writing-intensive.) Prerequisite, 114 or 215, and 224. Maximum enrollment, 20. Cockburn (Fall); Kantrowitz (Spring).

[315S] Real Analysis II. A continuation of 314. Topics include normed linear spaces, function spaces, Weierstrass approximation theorem and contraction mapping theorem. Prerequisite, 314 or consent of instructor.

[318S] Complex Analysis. An introduction to the theory of analytic functions of a complex variable: Cauchy-Riemann equations, contour integration, Cauchy-Goursat theorem, Liouville theorem, Taylor and Laurent expansions, Residue theory. Prerequisite, 314.

323S Graph Theory and Combinatorics. An introduction to the theory and applications of graph theory and combinatorics, suitable for both mathematics and computer science concentrators. Topics include generating functions, recurrence relations, inclusion-exclusion, transversal theory, covering circuits, graph colorings, independent set, planarity. Prerequisite, 224 or 123, and Computer Science 210. Cockburn.

324S Linear Algebra II. A continuation of 224, with emphasis on the study of linear operators on complex vector spaces, invariant subspaces, generalized eigenvectors and inner product spaces. Prerequisite, 224. Kantrowitz.

325F,S Modern Algebra. An introduction to the three fundamental structures of abstract algebra: groups, rings and fields. (Writing-intensive.) Prerequisite, 224. Maximum enrollment, 20. Redfield.

[326S] Advanced Algebra. Continuation of topics studied in 224 and 325. Topics may include Galois theory, algebraic geometry and applications.

[337S] Chaos and Fractals. A survey of the main ideas concerning one- and two-dimensional chaos and fractals. Student presentation topics range from mathematical to artistic. Prerequisite, 224.

351S Probability Theory and Applications. An introduction to probability theory, including probability spaces, random variables, expected values, multivariate distributions and the central limit theorem, with applications to other disciplines and an emphasis on simulation as an exploratory tool. Prerequisite, 114 or 215, and 224. 224 may be taken concurrently. Kelly.

[352F] Mathematical Statistics and Applications. Topics include the law of large numbers, estimation, hypothesis testing, linear models, experimental design, analysis of variance and nonparametric statistics, with applications to a variety of disciplines. Prerequisite, 351.

[367F] History of Mathematics. A complete survey of the history of mathematics through the 19th century, focusing on ancient civilizations and the roots of fundamental mathematical concepts. Prerequisite, 314 and 325.

437F Senior Seminar in Mathematics. Study of a major topic through literature, student presentations and group discussions, with an emphasis on student presentations of student-generated results. Choice of topic to be determined by the department in consultation with its senior concentrators. Prerequisite, permission of the department. Maximum enrollment, 12. The Department.

Seminars offered in recent years

[437-01] Senior Seminar in Algebra. Explorations in finite group theory through the generation of counter-examples of minimal order. Students produce and publish a book of their results. Prerequisite, 325.

[437-03] Senior Seminar in Number Theory. Discovery-based approach to elementary number theory topics including congruences, primitive roots, quadratic residues, arithmetic functions and Diophantine equations. Prerequisite, 325.

437-04 Senior Seminar in Statistics. A continuation of studies in mathematical statistics and the analysis of data. Topics include maximum likelihood estimation, regression, analysis of variance and design of experiments. Prerequisite, 251 or 351, and 253 or 352. Kelly.

437-05 Senior Seminar in Topology. Students jointly produce a textbook based on an outline provided. Topics include topological spaces, continuity of maps and homeomorphism. Spaces are described as compact, connected and Hausdorff. The fundamental group is computed and used to classify various spaces. Bedient.

437-06 Senior Seminar in Operations Research. An introduction to the mathematical tools of operations research. Topics include linear and non-linear programming, network analysis, convex sets, combinatorial optimization and game theory. Cockburn.

450F,S Senior Research. A project for senior concentrators in mathematics, in addition to participation in the Senior Seminar. Prerequisite, consent of department. The Department.

Medieval and Renaissance Studies

Faculty

T. Edward Wheatley, *Chair (English)*
Lydia R. Hamessley *(Music)*
Roberta L. Krueger *(French)*
John C. McEnroe *(Art)*
Carol S. Rupprecht *(Comparative Literature)*

The program in medieval and renaissance studies offers a minor consisting of five courses, taken in at least three departments, from the following two groups. In addition, students who elect this minor are required to emphasize one of the two epochs, the medieval or the renaissance, in their course selections, although they are also encouraged to explore the continuities between them. The minor consists of either: 1) History 206 (Medieval Europe), three courses from Group A and one course from Group B; or 2) History 289 (Renaissance and Reformation Europe), one course from Group A and three courses from Group B.

For complete information about the courses listed below, including prerequisites, enrollment limits and when a course is offered, consult the full descriptions under the appropriate departments.

Group A: Medieval Studies

306S Topics in Medieval History. An examination of the theory and practice of war in the middle ages. The course explores medieval military history, the social consequences of war, notions of chivalry and the crusades. Emphasis upon reading and interpretation of medieval sources. (Writing-intensive.) (Same as History 306.) Maximum enrollment, 20. Broedel.

Art
270 Visual Culture in the Middle Ages

Comparative Literature
324 Romance and Religion in Medieval European Literature
371 Dante: The Divine Comedy, Then and Now

English
222 Chaucer and Constructions of Narratorial Authority
293 The Making of English
323 Middle English Literature
423 Seminar: Drama from the Middle Ages to the Renaissance

History
124 The Silk Road: Crossroads of Cultures
206 Medieval Europe
306 Topics in Medieval History
367 Sex and Gender in the Pre-Modern West
372 The Crusades

Music
251 Music in Europe Before 1600

Religious Studies
431 Seminar in Judaism

Spanish
300 Medieval Spanish Literature

Group B: Renaissance Studies

Art
282 The Renaissance: Reframing the Golden Age
403 Seminar in Renaissance Art

Comparative Literature
475 Shakespeare Around the Globe: International Traditions and Experiments

English
225 Shakespeare
228 Milton
327 Topics in English Renaissance Literature
352 Poetry of the Renaissance and Twentieth Century
427 Seminar: English Drama: 1580–1640

French
406 Comic Visions in French Literature from the Fabliaux to Figaro

History
289 Europe in Transition
384 European Witch Trials

Music
251 Music in Europe Before 1600

Spanish
380 Cervantes' *Don Quijote*

Music

Faculty
Lydia R. Hamessley, *Chair*
Heather R. Buchman
Robert G. Hopkins
G. Roberts Kolb
Samuel F. Pellman
E. Michael Richards (F,S)
Michael E. Woods (S)

Special Appointments
Rick Balestra
Suzanne Beevers
Stephen Best
Daniel Carno
Edward Castilano
Paul Charbonneau
Mike Cirmo
Richard Decker
Anita Firman
Linda Greene
Eric Gustafson
Lynn Hileman
Lauralyn Kolb
Ursula Kwasnicka
Raymond W. Larzelere
Douglas Mark
Sara Mastrangelo
Rick Montalbano
Colleen R. Pellman
Vladimir Pritsker
Barbara Rabin
John Raschella
Monk Rowe
Jeff Stockham
Sar-Shalom Strong
Joyce M. Ucci

A concentration in music consists of one course credit in performance (from among courses in solo performance and/or group performance except those graded S/U), 209, 210, 251, 252, 253, 254 or 259, 280, 281, 350, 351 and the Senior Project, 450-451. A more complete description of the Senior Project is available from the department. Students contemplating graduate work in music should consult with a member of the department at an early date. Departmental honors can be earned through distinguished achievement in coursework and in the Senior Project.

A minor in music comprises five courses: 209, two courses from among 251, 252, 253 and 254 or 259; one course credit in performance (from among courses in solo performance and/or group performance except those graded S/U); and one other full-credit course.

Music 105, 108, 154 and 160 are open to juniors; 109 is open to both juniors and seniors. Juniors and seniors without prior courses in the department may enroll in 208 and 258.

Courses in Literature and History of Music

[105] Musical Perception. An introduction to the study of musical perception from the listener's standpoint. Consideration of the reasons for differences in musical perception, taste, style and structure through examples taken primarily from Western classical music, but also from non-Western music and American popular music, including jazz, rock and blues. Examination of how musical perception gives rise to musical meaning. Evaluation of the influence of society and technology on the perception of music. No previous knowledge of music required. (Offered in alternate years.)

[108] From Words to Song. An exploration of the relationship between words and music — of the many and different ways in which the meanings and emotions of the words have (and have not) been expressed through music in the last millennium. No previous knowledge of music required. (Next offered 2003-04.)

154S Music of the World's Peoples. A study of selected cultures around the world, including Native American music of North America, sub-Saharan African music, African-American music in the United States, Latin American music and the classical traditions of India, Indonesia and Japan. Consideration given to musical style

and the role of music in these cultures. (Proseminar.) Not open to seniors. Maximum enrollment, 16. Hamessley.

160F History of Jazz. How to listen to jazz. Origins of jazz, including its African heritage, blues and ragtime. Survey of jazz styles, including New Orleans and Chicago styles, boogie-woogie, swing, bebop, cool, funky, fusion and free jazz. Not open to seniors. (Same as Africana Studies 160.) Woods.

[208] Women in Music. An examination of both European and non-European popular and art music from the perspective of women. Topics include women as performers and composers, the depiction of women in music, musical criticism and cultural values that have affected women's participation in musical life. Prerequisite, any full-credit music course or Women's Studies 101. (Same as Women's Studies 208.) (Next offered 2004-05.)

251F Music in Europe Before 1600. A study and analysis of major developments in style of Western music to 1600, including early music theory, the rise of notation and polyphony, the relationship between music and text, and problems of performance practice. Consideration of the influence of political, economic, technological and cultural environments upon the development of musical styles. (Writing-intensive.) Prerequisite, 109. Maximum enrollment, 20. Hamessley.

252S Music in Europe, 1600 to 1900. A study and analysis of major developments in style of Western music between 1600 and 1900, including the birth and development of opera, the growth of the concerto and symphony, the proliferation of program music and consideration of the varied audiences for whom composers of the Baroque, Classical and Romantic periods were writing. Consideration of the influence of political, economic, technological and cultural environments upon the development of musical styles. (Proseminar.) Prerequisite, 109. Maximum enrollment, 16. Hopkins.

253S Music in Europe and America Since 1900. A study and analysis of major developments in style of Western music since 1900, in particular the dissolution of tonality in the first decades of the century, the alternatives to traditional tonality that developed subsequently and the proliferation of styles in more recent years. Consideration of the influence of political, economic, technological and cultural environments on these developments. Prerequisite, 109. Buchman.

[254S] Studies in World Music. Examination of selected non-Western music cultures with primary emphasis on West African drumming and Javanese gamelan traditions. Focus on musical procedures as well as cultural uses of the music and corollary arts. Includes hands-on performance in the traditions studied. Prerequisite, 154 or consent of instructor. (Offered in alternate years.) Maximum enrollment, 16.

258S Opera. Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo*, *The Marriage of Figaro*, *Otello*, *The Turn of the Screw* and *Candide*. Prerequisite, two courses in music or two in literature, or one in each field, or consent of instructors. (Same as Comparative Literature 258.) (Offered in alternate years.) Hamessley and P. Rabinowitz.

259F Studies in Jazz. A study of the life, times and music of John Coltrane and Bud Powell. Consideration of the similarities and contrasts between their careers. Prerequisite, 160 or consent of instructor. (Same as Africana Studies 259.) (Offered in alternate years.) Woods.

[262] African-American Popular Music. A study of the music of selected popular African-American artists, including rhythm-and-blues artists, black gospel soloists and performers of soul music and rap music. Focus on the social issues, musical modes of expression and cultural importance of the artists. Prerequisite, one full-credit course in music. (Same as Africana Studies 262.) (Offered in alternate years.)

Courses in Performance

Solo Performance. The study of music through lessons and performance in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Half-hour tutorial for one-quarter credit, or hour tutorial for one-half course credit. Prerequisite, as noted below. A fee is charged. The Department.

Half-hour tutorial for one-quarter credit:

121F,S For students in their first semester of study. Prerequisite, consent of instructor. Not open to senior non-concentrators.

122F,S For students in their second semester of study. Prerequisite, 121, 123, 131 or 133 and consent of instructor.

221F,S For students in their third semester of study. Prerequisite, 122, 124, 132 or 134 and consent of instructor.

222F,S For students in their fourth semester of study. Prerequisite, 221, 223, 231 or 233 and consent of instructor.

321F,S For students in their fifth semester of study. Prerequisite, 222, 224, 232 or 234, previous or concurrent registration in 109 and consent of instructor.

322F,S For students in their sixth semester of study. Prerequisite, 109, 321 or 331 and consent of instructor.

Hour tutorial for one-half credit:

131F,S For students in their first semester of study. Prerequisite, consent of instructor. Not open to senior non-concentrators.

132F,S For students in their second semester of study. Prerequisite, 121, 123, 131 or 133 and consent of instructor.

231F,S For students in their third semester of study. Prerequisite, 122, 124, 132 or 134 and consent of instructor.

232F,S For students in their fourth semester of study. Prerequisite, 221, 223, 231 or 233 and consent of instructor.

331F,S For students in their fifth semester of study. Prerequisite, 222, 224, 232 or 234, previous or concurrent registration in 109 and consent of instructor.

332F,S For students in their sixth semester of study. Prerequisite, 109, 321 or 331 and consent of instructor.

431F,S For students in their seventh semester of study. Prerequisite, 109, 322 or 332 and consent of instructor.

432F,S For students in their eighth semester of study. Prerequisite, 109, 431 and consent of instructor.

Applied Music. The study of music through lessons in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Half-hour tutorial for one-quarter credit, based on evaluation of Satisfactory/Unsatisfactory. For students in their first semester of study. Prerequisite, as noted below. A fee is charged. The Department.

Half-hour tutorial for one-quarter credit:

123F,S For students in their first semester of study. Not open to senior non-concentrators.

124F,S For students in their second semester of study. Not open to seniors. Prerequisite, 121, 123, 131 or 133 and consent of instructor.

223F,S For students in their third semester of study. Prerequisite, 122, 124, 132 or 134 and consent of the instructor.

224F,S For students in their fourth semester of study. Prerequisite, 221, 223, 231 or 233 and consent of the instructor.

Hour tutorial for one-half credit:

133F,S For students in their first semester of study. Prerequisite, consent of instructor. Not open to senior non-concentrators.

134F,S For students in their second semester of study. Prerequisite, 121, 123, 131 or 133 and consent of instructor.

233F,S For students in their third semester of study. Prerequisite, 122, 124, 132 or 134 and consent of instructor.

234F,S For students in their fourth semester of study. Prerequisite, 221, 223, 231 and 233 or consent of instructor.

141-142F,S Group Performance. The study of music through performance in one or more of the following groups: Brass Ensemble (Buchman), String Chamber Ensembles (Buchman), College Choir (G. Kolb), College Hill Singers (G. Kolb), Jazz Ensemble (Woods), Jazz Improvisation (Woods), Oratorio Society (G. Kolb), Orchestra (Buchman) and Woodwind Ensembles (Buchman). Prerequisite, consent of instructor. (Oratorio is graded S/U and is open to seniors by audition only. Jazz Improvisation is graded S/U.) One-quarter course credit each semester. The course may be repeated throughout the student's college career. Students are encouraged to participate in, and may be registered for, more than one group and may accumulate as many as four credits in the course. The Department.

218-219F,S Conducting. The elements of conducting, including baton technique, aural perception and score study. Consideration of instrumental and choral problems and techniques. Prerequisite, any 200-level full-credit music course. Concurrent participation in a College ensemble required. 219 may not be taken as a separate course. (Offered in alternate years.) Buchman (Fall); G. Kolb (Spring).

Courses in Theory and Composition

109F,S Theories of Music: Fundamentals. Intensive training in the fundamentals of music, with an emphasis on the study of melodic structures, harmonic intervals and chords, rhythm and meter, and basic musical forms. Regular written assignments, including computer assignments aimed to develop musicianship skills. Ability to read music in at least one clef is required. Prospective music concentrators are strongly urged to register concurrently in 180 and 181. Hopkins (Fall); The Department (Spring).

180F,S Basic Aural Skills. Introduction to aural understanding through sight-singing, dictation and the rudiments of music notation. Diatonic major scales and keys, diatonic intervals, diatonic melodies, tonic and dominant arpeggiation, an introduction to minor scales and keys, rhythms in simple and compound meters. One-quarter course credit. May be repeated for credit with consent of instructor. Prerequisite, concurrent or previous registration in 109 or consent of instructor. Hamessley.

181F,S Basic Keyboard Skills. Introduction to keyboard skills including note identification, intervals, major and minor scales, triad identification, 7th chords, simple chord progressions and basic sight-reading. One-quarter course credit. May be repeated for credit with consent of instructor. Prerequisite, concurrent or previous registration in 109 or consent of instructor. Best.

209F Theories of Music: Counterpoint and Harmony. A study of counterpoint, voice-leading, harmonic progressions and chromatic harmony. Consideration of common processes in music and how they are perceived. Concurrent registration

in Aural Skills (180 or 280) is required; concurrent registration in Keyboard Skills (181 or 281) is recommended for prospective music concentrators. Prerequisite, 109 or consent of instructor. Hopkins.

210S Theories of Music: Musical Forms. Analytical techniques and analysis of common musical forms from many traditions, including European classical, popular, jazz and other music from around the world. Consideration of common structures in music and how they are perceived. Concurrent registration in Keyboard Skills (181 or 281) is recommended for prospective music concentrators. Prerequisite, 209 and 280 (which may be taken concurrently). Hopkins.

[213] Jazz Arranging. The theoretical designs used in combo, big band and third-stream writing. Coverage of jazz scales, chords, voicings, ranges and tonal properties. Students are expected to compose and copy the parts to three compositions, one of which will be read and recorded. Prerequisite, 209. (Offered in alternate years.)

[240] Psychology of Music. Advanced study of musical perception from the listener's standpoint. A cognitive approach to music with particular emphasis on the sensory aspects of music and the perception of musical organization. Examination of the relationships between the theoretical rules of music and the laws of perception and cognition. Prerequisite, one course from among 105, 109, 154 and 160. Maximum enrollment, 20.

277F Music for Contemporary Media. Experience with the aesthetics and techniques of the modern recording studio, including the uses of sound synthesizers, digital samplers and MIDI. Creative projects using these techniques. (Proseminar.) Ability to read music in at least one clef is required. Three hours of class and three hours of studio. Maximum enrollment, 16. S. Pellman.

280F,S Intermediate Aural Skills. A continuation of 180. Development of aural understanding through sight-singing and dictation. Tonic and dominant arpeggiation in inversion, diatonic melodies with simple modulation, further work in minor keys, modal scales, chromatic intervals, cadences, harmonic progressions, rhythms in mixed meters. May be repeated for credit with the consent of the instructor. One-half course credit. Prerequisite, 180 and consent of instructor. Hamessley.

281F,S Intermediate Keyboard Skills. A continuation of 181. Four-part chord progression reading, alto and tenor clef, melodic transposition, introduction to figured harmony, chord progressions, intermediate sight-reading. One-half course credit. May be repeated for credit with consent of instructor. Prerequisite, 181 and consent of instructor. Best.

287S Musical Composition. Contemporary compositional techniques, including notational procedures and score preparation. Emphasis on developing the ability to structure musical ideas in several short pieces and one extended work. One-quarter course credit. May be repeated for credit. Prerequisite, 209 or 277. The Department.

377S Electronic Arts Workshop. Emphasis on collaborative work among computer musicians, digital photographers and videographers in the creation of visual/musical works. Other projects will include transmedia installations or performance art pieces. Prerequisite, Art 302 with consent of instructors, Art 313 or Music 277. (Same as Art 377.) (Offered in alternate years.) Maximum enrollment, 14. Gant and S. Pellman.

380F,S Advanced Aural Skills. A continuation of 280. Development of aural understanding through sight-singing and dictation. More extensive modulation of melodies and harmonic progressions, aural analysis of small binary forms, introduction to the alto and tenor clefs. One-half course credit. May be repeated for credit with consent of the instructor. Prerequisite, 280 and consent of the instructor. Hamessley.

381F,S Advanced Keyboard Skills. A continuation of 281. May include continued work in alto and tenor clef, reading open scores, more advanced figured harmony and

advanced sight-reading. One-half course credit. May be repeated for credit with consent of instructor. Prerequisite, 281 and consent of instructor. Best.

Third-year Seminars and the Senior Project

350F Topics in Music. In-depth consideration of topics in music theory, history, composition and performance. Topics for fall 2002: Musicology and Scholarship: Editing a Renaissance Chanson, Jazz Composition and Leonard Bernstein's *Candide*. Prerequisite, 210 and 251. Hamessley, Hopkins and Woods.

351S Topics in Music. In-depth consideration of topics in music theory, history, composition and performance. Topics for spring 2003: Contemporary Music 1980-2003, Brahms Vocal Quartets and Csound Applications. Prerequisite, 210, 252 and previous or concurrent registration in 253. Buchman, G. Kolb and S. Pellman.

450F Senior Project I. Supervised work on a specific project based on proposals submitted to the department by the end of the student's junior year. Prerequisite, consent of department prior to second semester of student's junior year. One-half credit. Open to seniors only. The Department.

451S Senior Project II. Completion of senior project. Prerequisite, 450. One-half credit. The Department.

Neuroscience

Faculty
Herman K. Lehman, *Chair (Biology)*
George A. Gescheider *(Psychology)*
Douglas A. Weldon *(Psychology)*

The departments of Biology and Psychology offer an interdisciplinary concentration in neuroscience. The concentration consists of 12 courses, which must include: Biology 110 and 111, or 115; Chemistry 120 or 125 and 190; Psychology 101, 205 and 280; a biology or psychology elective at the 200-level or above, or Chemistry 270; Principles of Neuroscience (Psychology/Biology 330); Psychophysics and Sensory Physiology (Psychology 350); Neurochemistry (Biology 421); and the Senior Project. Program honors in neuroscience recognize the distinguished achievement of students who excel in their coursework in the concentration, including the Senior Project. Students considering graduate work in neuroscience are advised to take Chemistry 255, Mathematics 113-114, Computer Science 110-111 and Physics 100-105.

205F Introduction to Brain and Behavior. For full description, see Psychology 205.

232S Human Neuropsychology. For full description, see Psychology 232.

[242] Psychopharmacology. For full description, see Psychology 242.

330F Principles of Neuroscience. For full description, see Psychology 330.

350S Psychophysics and Sensory Physiology. For full description, see Psychology 350.

421S Neurochemistry. For full description, see Biology 421.

445F Integrative Animal Biology. For full description, see Biology 445.

500F-501S Senior Project. Supervised research on a specific problem in neuroscience based on proposals submitted to the faculty in the spring of the junior year. Open to senior concentrators. The Department.

Oral Communication

Faculty

Susan A. Mason, *Director*
James Helmer
Jeffrey H. McArn
Karen Stearns

Though not a concentration, courses in oral communication enable students to develop thinking and communication skills necessary for success in other Hamilton courses requiring intensive interaction, such as in Proseminars, Sophomore Seminars and the Senior Program. Through variable credit instruction in classrooms, labs and in the field, students experience a wide variety of innovative learning opportunities. Oral communication course work provides regular academic credit toward graduation requirements. Unless otherwise noted by a concentration, oral communication credits may not be applied toward requirements for a student's concentration.

100F,S Principles of Competent Oral Presentations. Abbreviated study of fundamental principles, with emphasis on organization and presentation. Designed for students who wish to enhance confidence in oral delivery skills. Videotaping. One-quarter course credit. Maximum enrollment in each section, 12. Mason.

130F Argumentation and Debate. Analysis of problems, issues, evidences and options leading to articulate clear, cogent and concise arguments. Practice in oral presentation of rational and defendable context-based positions and decisions. In-class and public discussions and debates. Videotaping. One-quarter course credit. Maximum enrollment in each section, 16. Helmer.

140F Dynamics of Discussion. Investigation of approaches and competencies needed to thoughtfully and actively participate in discussions. Emphasis on organizing strategies and oral skills leading to exploration of differing conceptions and opinions. Study of discussion systems that foster mutual understandings without trying to win adherents. Videotaping. One-quarter course credit. Maximum enrollment in each section, 18. Helmer.

160S Critical Listening Competencies. Study and application of effective listening competencies. Emphasis on the transactional and contextually based nature of listening processes. Active and empathetic listening. Connections between relationship development and feedback, listening, and questioning skills are stressed. Videotaping. One-quarter course credit. Maximum enrollment in each section, 18. McArn.

170S Conflict Management and Negotiating. Practice in productive conflict resolution and negotiating. Methods and models for productive conflict management are studied and practiced. Practice in the uses of negotiating as a persuasive and informative activity to confront and resolve conflicts. Videotaping. One-quarter course credit. Maximum enrollment in each section, 18. The Program.

180S Principles and Practice of Intercultural Communication. Study and application of cross-cultural communication practices designed for students planning to travel and/or study abroad. The central role of practicing culture-appropriate communication will be studied. Students will prepare a communication primer for a culture of their choice that addresses key characteristics of intercultural communication. Case studies. Videotaping. One-quarter course credit. Maximum enrollment in each section, 18. Mason.

190F Theories and Practices of Leadership. A laboratory approach to the study of effective leadership practices resulting in active community participation. Skills associated with active leadership roles as strategist, change agent, coach, communicator, mentor and member are observed and practiced. Required applied communication fieldwork. One-quarter course credit. Maximum enrollment in each section, 18. Mason.

200F,S Essential Instructional Models for Volunteer Tutors and Teachers. In cooperation with HAVOC and other community-based volunteer teaching organizations. Planning, preparing and delivering student-centered, active learning based lessons and tutorials. Appropriate educational adaptations to the challenges and opportunities of various educational environments, learner groups, socio-economic and cultural dynamics. Approved practicum experiences required. One-quarter course credit. Stearns.

Philosophy

Faculty

Katheryn H. Doran, *Chair*
A. Todd Franklin
Celeste M. Friend
Marianne Janack (S)
Gregory Littmann
Kirk E. Pillow
Robert L. Simon
Richard W. Werner (F,S)

The concentration in philosophy consists of 10 courses:

1. 201, 203, 355 and 550
2. one course from among 100, 200 or 240
3. three additional courses at or above the 400 level, none of which may be cross-listed from outside the department
4. two electives in philosophy with no more than one of them at the 100 level and no more than one of them cross-listed from outside the department.

Concentrators must take at least one 400-level course from epistemology, metaphysics or philosophy of science, and another from the history of philosophy, ethics or aesthetics. Courses cross-listed from outside the department will not be counted toward the concentration without approval of the department.

Concentrators normally complete 201, 203 and the logic requirement (one course from among 100 or 200 or 240), by the end of their sophomore year. Concentrators normally complete 355 by the end of the junior year.

Beginning with the Class of 2003, senior concentrators complete the Senior Seminar (550) in the fall of the senior year. Each student in 550 will complete a special seminar-based writing project and develop a thesis proposal. Students will be admitted to Senior Thesis (551) only if a formal thesis proposal submitted in the fall is approved by the department. Candidates for honors must have a cumulative average of 88 in their philosophy courses, and submit and successfully defend orally the project from 550 or the thesis from 551 during the spring semester of their senior year.

A minor in philosophy can be of two kinds: standard (five courses consisting of one course from among 100, 200 or 240; 201, 203 and two other courses); or correlative (five courses in philosophy correlative to the field of concentration and approved by the department).

Juniors and seniors with no prerequisite may enroll in 201, 203 or 282.

110F,S Introduction to Philosophy. An introduction to such philosophical issues as the possibility and nature of morality, the existence of God and the problem of evil, the possibility of free will and the nature of human knowledge. Practice in critically appraising philosophical positions. (Writing-intensive.) Open to first-year students only. Maximum enrollment, 20. The Department.

111F Contemporary Moral Issues. Introduction to moral theory and moral reasoning. Application of moral theories and reasoning to social problems. (Writing-intensive.) (Proseminar.) Open to first-year students only. (Same as Africana Studies 111.) Maximum enrollment, 16. Littman.

112F Telling Right from Wrong. Philosophical inquiry into whether or not any of our moral beliefs can be justified and intensive examination of specific moral theories, including theories of justice, equality and rights. (Writing-intensive.) (Proseminar.) Maximum enrollment, 16. Simon.

115F Existentialism. An introduction to 19th- and 20th-century variants of existentialism. Readings include works by Kierkegaard, Nietzsche, Sartre, Camus and de Beauvoir. (Writing-intensive.) Section 1 open to first-year students only; Section 2 open to sophomores and juniors only. Maximum enrollment, 20. Franklin.

117F,S Introduction to Political Theory. For full description, see Government 117.

200S Critical Reasoning. Practical, hands-on work on recognizing and constructing clear arguments from and in everyday life. Emphasis on strengthening one's reasoning skills and putting them to constructive use in debate and writing. Not open to students who have taken 100 or 240. Doran.

201F History of Ancient Western Philosophy. A study of the philosophical classics from early Greek times to the fall of Rome. Emphasis on Plato and Aristotle. (Same as Classical Studies 201.) Maximum enrollment, 60. Friend.

203S History of Modern Western Philosophy. A study of the philosophical classics from Descartes to Kant. Prerequisite, one course in philosophy or consent of instructor. Pillow.

[209] Philosophy and Feminism. An introductory survey of philosophical approaches to feminism. Examines the historical progression of feminist philosophical thought, as well as some of the debates that animate contemporary feminist theory. Will address the general question of feminism's relationship to, and tensions with, philosophical thought. Prerequisite, one course in philosophy or women's studies or consent of instructor.

[216S] Indian Thought. For full description, see Religious Studies 216.

[220] Philosophical Perspectives on the Self. What is a self? Does each person have one? Does each person have only one? How is the self related to the soul? Is it unchanging or in constant flux? What is the relationship between the self and the body? Examination of personal identity, the self and the soul as these topics are addressed in traditional philosophical texts, literature and neuropsychology. (Writing-intensive.) Open to first-year students and sophomores. Maximum enrollment, 16.

[222] Race, Gender and Culture. A critical philosophical examination of the normative categories of race, gender and culture. Topics include the origin, character and function of racial gender and social identities. Analysis will focus on questions concerning the malleability of these identities, as well as questions concerning their psychological and social significance. (Writing-intensive.) Prerequisite, one course in philosophy or Africana studies or women's studies. (Same as Africana Studies 222 and Women's Studies 222.) (Next offered 2004-05.)

240F Symbolic Logic. A study of formal systems of reasoning and argument evaluation. Janack.

271F Ethics of Professions and Practices. Examination of ethical issues arising in the professions, in institutions and in human practices. Study of selected ethical problems in law, medicine, education and sport. Prerequisite, one course in philosophy. Open to juniors and seniors only. Simon.

282S Experience and Reality. Central issues in epistemology and metaphysics regarding the fundamental nature of our universe and our capacity to know about it will be investigated including the nature of truth, knowledge, justification, reality, identity and free will. Open to sophomores, juniors and seniors. Littman.

301S The Philosophy of History. For full description, see History 301.

302F Nineteenth-Century Philosophy. A survey of European philosophy that explores the philosophical movements of idealism, materialism and existentialism. Major thinkers include Kant, Schiller, Schopenhauer, Marx, Kierkegaard and Nietzsche. Prerequisite, one course in philosophy or consent of instructor. Open to sophomores, juniors and seniors only. Franklin.

310F Philosophy of Science. Focus on the philosophical analysis of scientific knowledge, scientific method and the practice of science. Readings include classic texts in the philosophy of science as well as contemporary discussions of science as a social product, and critiques of the notion of scientific objectivity. (Writing-intensive.)

Prerequisite, one course in philosophy or consent of instructor. Maximum enrollment, 20. Janack.

315S Islamic Thought. For full description, see Religious Studies 315.

333S Philosophy of Art and Aesthetic Experience. Examination of major themes in the philosophy of art, including the respective contributions of artist, work and audience to the aesthetic situation; whether standards of taste exist; conflicts between aesthetic and moral value; problems of assigning meanings to works of art. Historical and contemporary readings, extensive use of other media. Prerequisite, one course in philosophy or art or consent of instructor. Open to sophomores, juniors and seniors only. (Same as Art 333.) Pillow.

[337S] Seminar in Chinese Intellectual History: Confucianism. For full description, see History 337.

[351] The Theory and Practice of Nonviolence. Critical inquiry into the morality of war and peace with emphasis on war realism, just war theory and pacifism. Consideration of the ethics of violence and the alternative of nonviolence both as a tactic and as a way of life. Historical and contemporary readings. (Writing-intensive.) Prerequisite, two courses in philosophy or consent of instructor. Open to juniors and seniors only. (Next offered 2004-05.) Maximum enrollment, 20.

355F Contemporary Philosophy. Exploration of central preoccupations in recent philosophy, including the decline of the craving for the objectivity of logic, and the rise of a variety of reconceptions of philosophy, as informed by classic 20th-century Anglo-American texts. Focus on several formative debates over the connection among experience, language and the world, and accordingly, over the nature and limit of philosophy. Prerequisite, 203 or consent of instructor. Open to sophomores, juniors and seniors only. Doran.

[360] Genealogies of Culture: Nietzsche, Freud, Foucault. A study of Continental philosophy's most influential approaches to the analysis of cultural attitudes and practices with a focus on the various genealogical analyses developed by Nietzsche, Freud and Foucault. (Writing-intensive.) Prerequisite, one course in philosophy. Open to sophomores, juniors and seniors only. (Next offered 2003-04.) Maximum enrollment, 20.

[380] Philosophy of Law. Inquiry into the nature of law, the authority of law, the character of judicial reasoning and other selected problems in jurisprudence, with particular attention to the relationship of legality to morality and justifiability of judicial reasoning. Prerequisite, two previous courses in philosophy or senior standing. (Next offered 2003-04.)

381S Philosophy as Spiritual Quest. For full description see Religious Studies 381.

[410] Seminar in the History of Philosophy: American Philosophy. Course begins with work on some historical debates over the metaphysics and ethics of personhood with an examination of some early American texts by Bradstreet and Lincoln, and Emerson and Thoreau's Transcendentalism. Emphasis on classical Pragmatist metaphysics and epistemology through the work of Peirce, James and Dewey, with attention to their neo-Pragmatist legacies in contemporary American philosophy. Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12.

[425S] Mahayana Buddhism. For full description, see Religious Studies 425.

428S Seminar in Metaphysics: On What There Is. Four areas of focus: the nature of and relation between mind and body, time and causality, the universe and our perceptions of it, and the identity of physical objects including the relationship between and object and its parts. Prerequisite, 201, 203, 355 or consent of instructor. Maximum enrollment, 12. Littman.

430F Seminar in Epistemology: The Problem of Knowledge. Inquiry into whether it is possible to reject skepticism without resorting to dogmatism. Special emphasis on the connection (or tension) between everyday reflection and philosophical theory. Historical and contemporary readings. Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12. Doran.

[431] Seminar in the History of Philosophy: Kant's Critical System. Study of the architectonic structure of Kant's philosophical system, emphasizing the elaborate relationships between his epistemology, moral philosophy and aesthetic theory. Readings from *Critique of Pure Reason*, *Critique of Practical Reason* and *Critique of Judgment*. Prerequisite, three courses in philosophy or consent of instructor. (Next offered 2003-04.) Maximum enrollment, 12.

440F Seminar in the Philosophy of Science (Psychology): Emotion. An examination of literature in philosophy of mind, psychology and anthropological psychology on the question of the nature of emotion. Will address the ways in which emotional disorders are defined and treated in a variety of therapeutic approaches, with special emphasis on the philosophical commitments that underwrite these approaches. Prerequisite, three courses in philosophy or consent of instructor. Maximum enrollment, 12. Janack.

446S Seminar in Ethics: Recent Developments in Virtue Ethics. An exploration of some of the developments in ethics that defend virtue and character as the appropriate starting points. We start with a careful reading of Aristotle's Nichomachean Ethics followed by contemporary authors, beginning with Elizabeth Anscombe. Prerequisite, 201, 203, 355 or consent of instructor. Maximum enrollment, 12. Friend.

[450] Seminar in Ethics: Ethical Theory. An investigation of 20th-century ethical theory, focusing on theories of the meaning of ethical terms and on theories of justification in ethics. Prerequisite, 203, 355 or consent of instructor. Maximum enrollment, 12.

454F Seminar in Aesthetics. Critical study of the Western aesthetic tradition, with attention to classical, modernist and post-modern revolutions in aesthetic theory. Prerequisite, three courses in philosophy or consent of instructor. Open to juniors and seniors only. Maximum enrollment, 12. Pillow.

460S Seminar in Ethics: Contemporary Theories of Justice. Detailed analysis of contemporary theories of distributive and compensatory justice and their consequences for liberty and equality. (Writing-intensive.) Prerequisite, 203 or consent of instructor. Maximum enrollment, 12. Simon.

463S Seminar in Metaphysics: Nietzsche. A close examination of Nietzsche's philosophical corpus that examines his conception of the good life as it emerges within the context of the critical and positive aspects of his philosophy. Topics include the existential significance of narrative, the nature of knowledge and the philosophical import of Nietzsche's critical condemnations of metaphysics, religion and morality. Prerequisite, three courses in philosophy or consent of instructor. Open to juniors and seniors only. Maximum enrollment, 12. Franklin.

550F Senior Seminar. Advanced work on philosophical topics, combined with research projects, presentations of work, and preparation of thesis proposals. Open only to senior philosophy concentrators. Maximum enrollment, 12. Pillow.

551S Senior Thesis. Extensive practice in writing and evaluating writing on philosophical topics, culminating in completion of a senior thesis. Prerequisite, 550. Maximum enrollment, 12. Simon.

Physical Education

Faculty

David W. Thompson, *Chair*
Susan P. Viscomi, *Director*
Peter J. Alvanos
Shannon L. Bryant
T. J. Davis
Julie Diehl
Colette Gilligan
Philip Grady
Brett C. Hull
Ellen Hull
John Keady
Susan E. Keller
James C. King III
Eugene McCabe
Chad Martinovich
Thomas E. Murphy
Perry Nizzi

Coaches

Tracy Kelleher
Alex Smith

All enrolled students are required to participate in a physical education program for individual development. This "lifetime carryover" program is based on the theory that it is as important to develop a healthy body and a love of sports as it is to provide scope for the skilled athlete.

There is a five-part requirement that includes:

1) A physical fitness test (a course is offered for those who do not pass);
2) A swim test (beginning swimming is offered for those who do not pass);
3) - 4) Two lifetime activity classes;
5) may be met by completing one unit of the following:
intercollegiate athletics
wellness seminar
lifetime activity class.

Lifetime activity classes include the following: aerobics, badminton, cross-country skiing, fitness, golf, jogging, lifeguard training, outdoor pursuits, power walking, racquetball, scuba, skating, squash, swimming, tennis, toning and volleyball.

Upon passing the physical fitness and swimming tests and successfully completing the three other parts of the requirement, a student shall have completed the physical education requirement.

Activities may not be repeated for credit nor may a student be given intercollegiate credit and also receive credit for a similar class (i.e. a hockey player may not receive credit for ice skating).

Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the requirement by the end of four semesters in residence and may not study abroad without completing it. Students with physical disabilities may enter an individual program approved by the director of physical education.

Physics

Faculty

Brian Collett, *Chair* (S)
Peter J. Millet, *Chair* (F)
Hanadi M. AbdelSalam
David Craig
Gordon L. Jones (F,S)
Seth A. Major (F)
James W. Ring
Ann J. Silversmith

Special Appointment
Jim Schreve

A concentration in physics consists of 10 courses: 190, 195, 290, 295, 390, 550 and four other courses chosen in consultation with an advisor who is a member of the physics faculty. Normally at least one of the electives will be from among courses at the 300 level and above. Students who wish to prepare for graduate school in physics or engineering should choose four electives from courses at the 300-level and above. Students with other interests may, in consultation with their advisor, select electives from other science or math courses. Such courses may support interdisciplinary interests or career goals. Normally 390 is taken in the spring semester of the junior year in preparation for the research project undertaken in 550. For honors in physics, outstanding work in the senior research project is required.

In the first year, prospective concentrators should take 190 and 195, and Mathematics 113 and 114. If the Mathematics department grants advanced placement, students may wish to take linear algebra followed by vector calculus (Mathematics 215) or differential equations (Mathematics 224 and 235). Physics 290 and 295 should be taken in the second year. Other options should be discussed with a member of the faculty. Students who wish to major in physics but who have taken Physics 100-105, wish to begin the major belatedly or who have advanced placement in physics, should consult with the department chair.

A minor in physics consists of five courses: 190, 195, 290 or 295, and two other physics courses, or 100, 105, and three other physics courses, of which one must be at the 200 level or above. A minor in astronomy consists of five courses: 190-195 or 100-105, 290, 160 and an independent study in astronomy. A student who majors in physics may not minor in astronomy.

Students interested in the 3-2 or 4-2 engineering programs affiliating Hamilton with engineering schools should take 190, 195 and calculus (or linear algebra if mathematics placement so warrants) in their first year. There are many possible options in engineering programs, and because of their complexity beyond the first year, interested students should consult the engineering advisor. This is also the case for those who have taken 100-105 and have then become interested in engineering. The engineering advisor is Professor Millet.

Juniors or seniors without prior courses in the department may enroll in 100, 140, 160 or 245.

100F Survey of Physics. The first semester of a year-long sequence (100-105) for pre-med students and other scientists who require a year of basic physics. Topics include mechanics, fluids and thermodynamics. Emphasis on applications of physics in medicine and in other sciences. Three hours of class and three hours of laboratory. Knowledge of algebra and trigonometry required. Craig and Schreve.

105S Survey of Physics. The second semester of a year-long sequence (100-105) for pre-med students and other scientists who require a year of basic physics. Topics include electricity and magnetism, optics, atomic physics and nuclear physics. Emphasis on applications of physics in medicine and in other sciences. Prerequisite, 100 or 190. Three hours of class and three hours of laboratory. Knowledge of algebra and trigonometry required. The Department.

[110F] Nuclear Energy and the Environment. Topics include the energy problem; nuclear physics; the implications of nuclear technology; radioactivity: its uses and its perils; nuclear reactors and reactor safety; nuclear weapons and proliferation; the nuclear waste problem; and alternatives to nuclear fission: solar, fusion, wind, hydro, geothermal, tidal, biomass and fossil fuel.

[130F] Physics of Architecture. Introduction to why buildings stand up — the physics of materials and of structures. Structures include Greek temples, Roman arches, Gothic cathedrals, buildings of Mies van der Rohe, Le Corbusier and Frank Lloyd Wright, as well as bridges of various kinds. Knowledge of algebra and trigonometry required.

140S Light and the Laser. Introduction to the fundamental properties of light, including wave behavior, reflection, refraction, color, polarization and the optical processes of absorption and emission. Emphasis on developing an understanding of the laser – how it works and why it is different from conventional light sources. Three hours of class plus some laboratory work. No prerequisite, but familiarity with pre-calculus mathematics recommended. Maximum enrollment, 20. Silversmith.

[150S] The Physicist's View of Nature. The physics of the 20th century. The ideas of special and general relativity and cosmology, of quantum physics and elementary particles. A course for students not going on in science.

160S Introduction to Astronomy. A description of the universe, starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Observational deduction of properties of stars. Stellar evolution and its relation to pulsars and black holes. Galaxies and the structure and history of the universe. Three hours of lecture and 90 minutes of laboratory per week. Maximum enrollment, 32. Millet.

190F The Mechanical Universe. Introduction to principles governing the motion of a particle and of systems of particles. Kinematics and dynamics; energy, linear momentum, angular momentum and their conservation laws. Gravitation and some astrophysical applications. Introduction to the laws of thermodynamics. Use of the computer to solve mechanics problems. Three hours of class and three hours of laboratory. Prerequisite, Mathematics 113 (may be taken concurrently). Not open to students who have taken 100. AbdelSalam and Millet.

195S Waves and Fields. The physics of oscillations, waves and fields. Topics include simple harmonic motion, fluids, sound, light, optics and interference phenomena. This course emphasizes the use of calculus as a tool to describe and analyze the physical world. Three hours of class and three hours of laboratory. Prerequisite, 190 or 100 and Mathematics 114 (may be taken concurrently). Major.

[230S] Electronics. Introduction to electrical engineering, the theoretical and experimental analysis of electronic circuits containing resistors, capacitors, inductors, diodes, transistors and integrated circuits. Both analog and digital circuits discussed in lab and investigated in the laboratory. (Writing-intensive.) Three hours of class and three hours of laboratory. Not open to students who have taken 245. Maximum enrollment, 14.

245F Electronics and Computers. Hands-on introduction to the concepts and devices of electronics. Study of analog and digital circuits, computer architecture, assembler programming and computer interfacing. Some experience with programming in a high-level language recommended. (Proseminar.) Six hours of laboratory. Not open to students who have taken 230. Maximum enrollment, 14. Collett.

290F Quantum Physics. Special relativity, wave-particle duality, the nuclear atom, the development of Schrödinger's wave mechanics and the quantum theory of atoms. (Proseminar.) Prerequisite, 195 or 105, and Mathematics 114. Three hours of class and three hours of laboratory. Silversmith.

295S Electromagnetism. Introduction to the mathematical description of the electric and magnetic fields, their sources and their interactions with matter. Exploration of Maxwell's laws with emphasis on the relationship between the physics and the mathematics needed to describe it. Three hours of class and three hours of laboratory. Prerequisite, 290. Ring.

320S Topics in Mathematical Physics. A study of mathematical methods and their use in investigating physical systems. Topics may include vector calculus, ordinary differential equations, special functions, partial differential equations, Fourier series, calculus of complex functions, numerical methods, tensor analysis, groups and other topics of current theoretical interest. Prerequisite, Mathematics 224 or consent of instructor. The Department.

[330S] Topics in Astrophysics. Topics include the fundamentals of stellar structure; stellar evolution; white dwarfs, pulsars, supernovae and black holes; structure of galaxies and dark matter; super-massive black holes; empirical basis for cosmological theories; Newtonian and relativistic models; contemporary problems in cosmology. Prerequisite, 290 or 295.

340S Topics in Quantum Physics. Exploration of topics in contemporary physics using the tools of quantum mechanics developed in 290. Topics may include multi-electron atoms, molecules, solid state physics, lasers and quantum optics, nuclear physics, nuclear magnetic resonance, surface physics and particle physics. Prerequisite, 290. The Department.

350F Classical Mechanics. Principles of classical mechanics, including oscillations, nonlinear dynamics, dynamics of systems of particles, non-inertial reference frames, Hamilton and Lagrangian mechanics, celestial mechanics, rigid body motion and coupled oscillations. Prerequisite, 295 or consent of instructor. AbdelSalam.

[360F] Scientific Computing in Fortran. Study of the computational methods for solving advanced problems in the physical sciences using Fortran in a Unix environment. Projects may include data fitting, solution of systems of ordinary differential equations and solutions of partial differential equations. Prerequisite, knowledge of a programming language and 295 or Mathematics 235 or consent of instructor.

370F Thermodynamics and Statistical Physics. Properties of large-scale systems in terms of a statistical treatment of the motions, interactions and energy levels of particles. Basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work and the laws of thermodynamics. Application to various physical systems. Prerequisite, 290. Millet.

390S Research Seminar. A series of research projects stressing the integration of theory and experiment. Emphasis on scientific writing, formal oral presentations, use of the current physics literature. (Writing-intensive.) Prerequisite, 290. Silversmith.

[450S] Quantum Theory. An exploration of the mathematical underpinnings of quantum physics. Topics may include energy levels in bounds systems, free systems, tunneling and barrier penetration, angular momentum and spin, interactions between particles and radiation. Prerequisite, 290 and 350.

[460S] Vibrations and Waves. Topics drawn from mechanics, hydrodynamics, electrodynamics, acoustics and optics. Prerequisite, 295 and 350.

[470S] Light and Spacetime Geometry. A study of special relativity, 4-vector form of electromagnetism and Einstein's general theory of relativity including astrophysical applications such as gravitational waves, Schwarzschild black holes and gravitational lenses. Prerequisite, 295 and 320 or 350.

480F Electromagnetic Theory. Intensive study of Maxwell's equations in both differential and integral form; electrostatics and electro-dynamics; special relativity; and the transformation of electromagnetic fields. Introduction to electromagnetic waves and dielectric and magnetic materials. Prerequisite, 295. Collett.

550F Senior Research Project. Independent research in collaboration with faculty supervisor. Students will give a series of formal oral presentations about their research and will write a comprehensive thesis. Open to senior concentrators or to others with consent of instructor. The Department.

551S Senior Research. Research carried out in collaboration with a faculty member. Includes written and oral presentation. Prerequisite 550. The Department.

Psychology

Faculty

Jonathan Vaughan, *Chair*
Jennifer L. Silverman Borton
Julie C. Dunsmore
George A. Gescheider
Jennifer A. Johnson
Tara E. McKee
Gregory R. Pierce
Douglas A. Weldon
Penny L. Yee

Special Appointments

María Brané
Robert I. Kazin

A concentration in psychology consists of 10 courses: 101, 280, one course in each of five areas, two electives and the Senior Project. The five areas are: behavioral neuroscience (205, 232, 242, 330 and 350); cognitive psychology (250, 290, 310 and 315); developmental psychology (211, 221, 324 and 335); social/personality psychology (214, 216, 221, 248, 336, 337, 338 and 420); and applied psychology (223, 235, 248, 249, 250, 360, 380, 445 and 455). A particular course may count toward only one of these areas. Of the courses taken, at least two must be laboratory courses: one selected from 310, 315, 330 and 350; and one from 335, 336, 337, 338 and 380. Departmental honors in psychology recognize the distinguished achievement of students who excel in their coursework in the concentration, including the Senior Project.

A minor in general psychology consists of five courses: 101; 280; one laboratory course chosen from 310, 315, 330, 335, 336, 337, 338, 350 and 380; and two electives, each from a different area.

The departments of Biology and Psychology offer an interdisciplinary concentration in neuroscience. See the description under Neuroscience.

The curriculum in psychology prepares each student to undertake a Senior Project consisting of extensive research and theoretical inquiry, culminating in a written thesis and an oral presentation. The project can be completed in one or two semesters; therefore, concentrators must enroll in 500 and/or 501 during their senior year.

101F,S Introductory Psychology. An introduction to the science of human behavior. Topics include the nervous system, perception, learning, motivation, cognitive and social development, personality, individual differences, social behavior, psychopathology and behavior disorders. The Department.

205F Introduction to Brain and Behavior. Study of the structure and function of the nervous system as it relates to consciousness and behavior. Emphasis on psychobiological explanations of perception, learning, attention, motivation, emotion and behavior disorders. Prerequisite, 101 or Biology 111 or 210, or consent of instructor. (Same as Neuroscience 205.) Gescheider.

211S Child Development. An introduction to the science of child behavior. Perceptual, cognitive, linguistic, social and personality development from birth through childhood. Prerequisite, 101. Dunsmore.

[214S] Personality. The definition, measurement and development of personality characteristics and their effects on behavior. Readings focus on empirical studies of personality processes, with emphasis on such topics as historical trends in approaches to the study of personality and its effect on social behavior, and current theoretical and methodological issues in personality psychology. Prerequisite, 101.

[216] Social Psychology. The study of the influence of social contexts on social behavior. Topics include social cognition, stereotyping and prejudice, self-esteem maintenance, attitudes and persuasion, helping behavior and aggression. Emphasis on experimental research methodology. Prerequisite, 101.

221F Gender Development. Examination of biological and socio-cultural influences on individuals' developing understanding of their own gender and of cultural expectations regarding gender roles and gender-stereotyped behaviors. Issues of personal relationships and individual achievement in gendered understandings of the self throughout the lifespan. Emphasis on research methods in the study of social development. Prerequisite, 101. Dunsmore.

223F Abnormal Psychology. Introduction to the study of abnormal behavior. Historical and cultural perspectives. Current understanding of major disorders, including affective, thought and personality disorders. Classification, diagnostic assessment, etiology, treatments and assessment of treatment efficacy. Research methods in the study of abnormal behavior emphasized. Prerequisite, 101. McKee.

232S Human Neuropsychology. Study of human brain function from the standpoint of experimental and clinical research in behavioral and cognitive neuroscience. Survey of research involving animals and humans, addressing presumed neural mechanisms for cognitive, motivational and emotional states. Analysis of aphasia, agnosias, apraxias and disconnection syndromes. Prerequisite, 101. (Same as Neuroscience 232.) Johnson.

[235] Educational Psychology. The application of psychological theory and research to educational problems. Topics include the cognitive psychology of school learning, academic motivation, measurement of achievement and ability, classroom behavior management and exceptional children. Prerequisite, 101.

[242] Psychopharmacology. A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction and the implications of drug effects for neurochemical theories of behavior. Prerequisite, 205 or consent of instructor. (Same as Neuroscience 242.)

[248] Organizational Psychology. The study of interpersonal behavior in work settings. Topics include the motivation of individuals and groups, group dynamics, organizational communication, leadership, conflict resolution and the social context of decision-making processes. Prerequisite, 101.

[249] Psychology and Law. The application of psychological research to the legal system. Discussion of assumptions in the law that can be informed by empirical research. Topics include jury functioning, eyewitness testimony and the psychology of criminal behavior. Prerequisite, 101.

250S Practical Aspects of Learning and Cognition. The basic principles that govern the interaction of animals and humans with the environment, with emphasis on applied topics. These include Pavlovian and instrumental conditioning, schedules of reinforcement, attention and memory. Recommended for students who may be considering clinical applications that use applied behavior analysis, such as the New England Center for Children cooperative education program. Field trip. (Writing-intensive.) Three hours of class, and two hours of laboratory for the first half of the course. Emphasis on research methods. Prerequisite, 101. Maximum enrollment, 20. Vaughan.

[260] History of Psychology. An examination of the philosophical, cultural and scientific bases of contemporary psychology. Prerequisite, 101.

280F,S Statistics in Psychological Research. The application and interpretation of descriptive and inferential statistics in the study of psychological processes. Discussion of research design in the context of statistical techniques. Hypothesis testing using t-tests, analysis of variance, chi-square, regression and nonparametric techniques. Use of statistical computer programs to analyze data. Prerequisite, 101. The Department.

290F Psychology of Reading and Language. Introductory survey of current research on the study of reading and language with an emphasis on cognitive psycho-

logical approaches to language comprehension and language production at the word, sentence and discourse levels. Derivation and evaluation of models of language processing in laboratory exercises and demonstrations. (Writing-intensive.) Prerequisite, 101. Maximum enrollment, 20. Yee.

310F Attention and Performance. The selection and transformation of information from sensation and memory as they affect perception, learning, cognition and motor performance. Applications selected from reading, decision making, human factors and attentional disorders. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 280. Maximum enrollment, 20. Vaughan.

315S Cognitive Psychology. Theoretical and methodological aspects of basic mental processes in attention, perception, memory, language and problem solving. Emphasis on development of original empirical projects. (Writing-intensive.) Prerequisite, 280. Three hours of class and three hours of laboratory. Maximum enrollment, 20. Yee.

[324] Developmental Psychology. In-depth study of human development across the life span. Emphasis on age-related processes that influence cognitive and social development, and on research methodologies used in the study of developmental change. (Writing-intensive.) Prerequisite, 280. Maximum enrollment, 20.

330F Principles of Neuroscience. Study of the structure and function of the nervous system, with particular emphasis on neurophysiology and neuropharmacology. Coverage of recent findings in developmental neurobiology and neural plasticity. Laboratory techniques including intracellular and extracellular recording from muscle cells, sensory neurons and motor neurons. Prerequisite, 205 or Biology 111. Three hours of class and three hours of laboratory. (Same as Biology 330 and Neuroscience 330.) Maximum enrollment, 18. Weldon.

[335] Social and Emotional Development. How views of self and the social world are constructed in early childhood and change with maturation. How emotional experience and regulation change with maturation and life experience. Emphasis on social influences on construction of self- and world-views and on emotional experience and expression. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 280. (Offered in alternate years.) Maximum enrollment, 20.

336F Emotion. Psychological understanding of the expression and experience of emotion throughout the lifespan. Adaptive and maladaptive manifestations of emotional experiences and expression. Historical change in theoretical perspectives discussed. Laboratory component emphasizes research methods for assessing emotional experience and expression. (Writing-intensive.) Prerequisite, 280. Maximum enrollment, 20. Dunsmore.

337S Advanced Social Psychology. Study of the experimental and correlational methods used to investigate social psychological processes. Class time devoted primarily to discussion of empirical research articles. Laboratory component emphasizes development of original research projects, often conducted in collaboration. Data collection, statistical analysis, papers based on findings, oral and poster presentations. (Writing-intensive.) Prerequisite, 280. Maximum enrollment, 20. Borton.

338F Theory and Research in Personality Psychology. Review of personality theories with an emphasis on contemporary approaches. Topics include life stress, social support and coping. Emphasis on research methodology and practical applications of the results. Students will design and conduct research projects that contribute to subfields discussed in class. Three hours of class and three hours of laboratory. Prerequisite, 280. Maximum enrollment, 20. Pierce.

350S Psychophysics and Sensory Physiology. An investigation of the anatomy, physiology and psychophysics of the senses. Introduction to the basic principles of sensory coding by an examination of visual, auditory, tactile, temperature, pain and

chemical senses. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 280. (Same as Neuroscience 350.) Maximum enrollment, 20. Gescheider.

360S Research in Clinical Psychology. In-depth study of research methodologies used in clinical psychology. Focus on methods used in the common theoretical models including the biological, psychodynamic, cognitive-behavioral and humanistic models. Emphasis on observation, interviewing, testing and assessment. Laboratory component will emphasize development of original research projects. (Writing-intensive.) Prerequisite, 280. Three hours of class and three hours of laboratory. Maximum enrollment, 20. McKee.

[380] Educational and Psychological Assessment. An examination of historical and contemporary contexts of psychological testing. Focuses on the rationale for and uses of psychological testing, the social and ethical implications of testing, technical and methodological concerns and specific tests as they are used in educational, industrial/organizational, clinical and research settings. Three hours of class and two hours of laboratory. Prerequisite, 280 or consent of instructor. Maximum enrollment, 20.

[420] Seminar on Family Relationships: Theory and Research. Focus on the roles played by family relationships in personality development, social behavior and personal adjustment. Emphasis on the empirical bases of theoretical formulations regarding the nature of family relationships and the mechanisms by which family relationships influence a variety of outcomes for family members. Statistical and methodological techniques used. Prerequisite, 280. Maximum enrollment, 12.

445S Seminar in Psychotherapy and Behavior Change. A selective study of psychotherapy theories and their application. Foundation work in the process of psychotherapy will include intensive laboratory work in beginning interviewing and counseling skills. A broad range of theories and their application will be covered. Prerequisite, 223 and 280. Recommended to be taken in junior year if field project or internship is planned senior year. Maximum enrollment, 12. Kazin.

455S Field Study in Psychology. Seminar in psychological services combined with eight to 10 hours per week of field study in one of several cooperating local agencies and schools. Extensive written project addressing theoretical issues relevant to field work. Topics include methods in provision of psychological, educational and applied services, and methodological and ethical issues in psychotherapy, counseling and educational psychology. Prerequisite, three courses in psychology. Open to juniors and seniors. Brané.

500-501F,S Senior Project. Supervised research on a specific problem in psychology or psychobiology based on proposals submitted to the department by the end of a student's junior year. Open to senior concentrators. The Department.

New England Center for Children

The following courses are offered at the New England Center for Children as part of the cooperative program with Hamilton College (see page 14.)

295N Analysis of Behavior: Principles and Classroom Applications. Introduction to behavior modification and operant techniques, including clarification of more commonly used terms, with specific reference to application in the classroom. Overview of procedures and practices that have been successful in schools, communities and work settings. Field work required. Course available to students enrolled in the cooperative program at the New England Center for Children.

[296N] Programmed Learning. Reviews the history and theoretical and experimental bases of programmed instruction and errorless learning. Emphasizes the detailed analysis of stimulus control — its measurement and ways to produce it. Course available to students enrolled in the cooperative program at the New England Center for Children.

[297N] Biological Basis of Mental Retardation. Considers the relationship between biological malfunction of the brain in particular and the defective learning ability and other behavioral abnormalities that constitute mental retardation. Includes actual case presentations as illustrative examples. Course available to students enrolled in the cooperative program at the New England Center for Children.

[348N] Community-Based Treatment. An overview of clinical and research studies related to community-based treatment, with an emphasis on the development of criteria for program evaluation. Students will participate in visits to treatment delivery sites. Course available to students enrolled in the cooperative program at the New England Center for Children.

396N Systematic Inquiry in Applied Research. Requires each student to collect a comprehensive bibliography on a significant topic in applied behavior research and to complete a thorough review via written and oral presentations. Emphasizes the integration and analysis of experimental findings and theoretical foundations of the research area, the critical evaluation of current research and the identification of potentially fruitful future work. Course available to students enrolled in the cooperative program at the New England Center for Children.

Public Policy

Faculty
Paul Gary Wyckoff, *Program Director*

The Public Policy Program is administered through the departments of Economics, Government and Philosophy. A concentration in public policy consists of 251, 382 and the Senior Project; Economics 101, 102 and 275; Government 116, 230 (or Economics 265) and 338; and courses chosen from the following options:

two of the following six courses:

Government 117 Introduction to Political Theory
Philosophy 111 Contemporary Moral Issues
Philosophy 271 Ethics of Professions and Practices
Philosophy 380 Philosophy of Law
Philosophy 450 Seminar in Ethics: Ethical Theory
Philosophy 460 Seminar in Ethics: Contemporary Theories of Justice

and one of the following nine "issue areas" courses:

Economics 316 Globalization and Gender
Economics 346 Monetary Policy
Economics 350 Economics of Poverty and Income Distribution
Economics 380 Environmental Economics
Government 275 Public Education: Policy, Politics and Ideology
Government 335 The Criminal Justice System
Sociology 202 Sociology of Education
Sociology 258 Poverty, Law and the Welfare State
Sociology 260 Racial and Ethnic Groups: The Sociology of Race and Ethnicity in America

The Senior Project may be completed in one semester (500) or two semesters (500-501). Concentrators must complete the following courses by the end of the junior year: 382; Economics 275; Government 116 and 230; one of the required courses in Philosophy; and one of the "issue areas" courses listed above.

No student may declare a concentration in public policy without either completing or being enrolled in 251. Students are strongly encouraged to take Government 230 (or Economics 265) by the end of the sophomore year. Credit from the Term in Washington Program may be substituted for up to two of the courses required for a concentration, with the approval of the program director. Students interested in pursuing graduate study in policy analysis or public management are encouraged to take additional courses in substantive areas of public policy and in mathematics and statistics. To qualify for honors in public policy, a student must submit a distinguished record in the concentration and perform with distinction in the Senior Project.

A minor in public policy consists of 251, Economics 101 and 275, Government 230 and Philosophy 111. If the student's concentration is in economics, government or philosophy, these courses cannot count in both the student's concentration and the minor. Instead, courses that are required for both the concentration and the minor will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the program director in consultation with the chair of the student's concentration department. In addition to the required courses, there are many other courses in the College curriculum that will be of interest to public policy concentrators. Students interested in the concentration should consult as early as possible with Professor Wyckoff.

251F Introduction to Public Policy. Survey of current policies and issues in areas such as economic development, education, the environment, health care and welfare.

Perspectives on policy analysis from economics, philosophy and political science. Examination of methods and principles for evaluating policies. (Writing-intensive.) Prerequisite, Economics 101. Open to seniors with consent of instructor. (Same as Economics 251 and Government 251.) Maximum enrollment, 20. Wyckoff.

382S Topics in Public Policy. The application of theories and methods of evaluation, design and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing and group problem-solving. Coursework may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Affairs Center. (Writing-intensive.) Prerequisite, 251. (Same as Government 382.) Maximum enrollment, 20. The Program.

500-501 Senior Project. A one- or two-semester senior project, culminating in a thesis. The Program.

Religious Studies

Faculty
Richard H. Seager, *Chair*
Stephenson Humphries-Brooks
Heidi M. Ravven
Mary Virginia Rojas
Jay G. Williams (S)

Special Appointments
Etin Anwar
Russell T. Blackwood III

A concentration in religious studies consists of nine courses, including one entry-level course and one 400-level seminar in which the senior project will normally be completed. At the time when the concentration is elected, the concentrator shall propose a carefully developed program of study, including, if desired, study abroad, for the approval of the department. Honors are awarded on the basis of a cumulative average of at least B+ (88) achieved in courses approved for the concentration and the completion of 501 with a 90 or better.

A minor consists of five courses, including at least one course at the 400 level, proposed by the student and approved by the department. Both concentrators and minors should identify themselves to a department member as soon as possible.

Some courses have prerequisites due to the technical nature of class material and others are reserved for juniors and seniors. But the department is usually flexible within constraints of demand and class size and permission is at the consent of the instructor.

105F Origins. An introduction to the study of religion through an analysis of the life, thought and influence of five great figures: Gautama (the Buddha), Lao-tze, Confucius, Jesus and Mohammed. One lecture and two seminars each week. (Writing-intensive.) Open to first- and second-year students only. Maximum enrollment, 20. Williams.

111F Ancient Jewish Wisdom: Introduction to the Bible. An analysis of major themes in the Jewish Bible (Old Testament). (Writing-intensive.) Maximum enrollment, 20. Ravven.

115F Parables. Cross-cultural comparison of the parable. Emphasis given to parable as a form of religious speech. Includes selections from Jesus, Zen masters, Borges and Galeano. (Writing-intensive.) Maximum enrollment, 20. Humphries-Brooks.

209F Religion in Mexican American (Chicana/o) Society. Critical analysis of Mexican American religious practices and symbols through reading history and literature and exploring visual arts and cultural practices. Rojas.

210F The World of Greece and the Ancient Mediterranean. For full description, see Greek 210.

215F Religion in Film. Study of the religious in film. Focus on the relationship between myth-making in film and post-modern culture. Humphries-Brooks.

[216S] Indian Thought. An introduction to Indian classical philosophical and religious thought. Emphasis on classical texts from Hindu and Buddhist traditions. Modern thinkers such as Vivekananda and M.K. Gandhi also covered. (Writing-intensive.) Prerequisite, one course in religious studies or philosophy. (Same as Philosophy 216.) Maximum enrollment, 20.

[218F] The Word and the Spirit. An examination of classical poetry from both Asia and Europe as an expression of the sacred. Among poets to be studied will be Han Shan, Su Tung Po, Ryokan, Kalidasa, Jaydeva, Kabir, Rumi and Blake. (Writing-intensive.) Prerequisite, one course in religious studies. (Same as Comparative Literature 218.)

[219S] The Dao and the Buddha-Mind. A study of philosophical and religious writings from the Daoist and Ch'an (Zen) Buddhist traditions. (Writing-intensive.) Prerequisite, one course in religious studies or philosophy. Maximum enrollment, 20.

225S Buddhist Worlds in the USA. Introduction to the Buddhist religion with primary focus on different forms of Buddhism in U.S. history and on the contemporary scene. Attention to Buddhist spirituality in both the Euro-American and Asian immigrant communities. Seager.

[231S] Literature of the Holocaust. A survey of responses to the Holocaust in fiction, film, memoir, drama and poetry. Readings often include works of Elie Wiesel, Primo Levi, Appelfeld, Schwarz-Bart, Brecht and Spiegelman. (Writing-intensive.) (Next offered 2003-04.) Maximum enrollment, 20.

240F Classical Mythology. For full description, see Classical Studies 240.

242F The Story of David. A literary reading of the biblical Book of Samuel as historical and political fiction. Comparison with other great works of literature on political themes. (Writing-intensive.) Maximum enrollment, 16. Ravven.

[250S] Exodus. Close reading of the Biblical book of Exodus. Emphasis on reading from a modern Jewish scholarly perspective, including some grasp of Hebrew terms. Attention given to the Exodus motif as a defining category of subsequent Jewish identity and memory. (Writing-intensive.) Maximum enrollment, 20.

257S The New Testament. A critical introduction to the literature and history of early Christianity. (Writing-intensive.) Maximum enrollment, 20. Humphries-Brooks.

[270F] Christianity and Culture II: From the Scientific Revolution to the Present. Introduction to major developments in modern Christianity. Topics include Protestant and Catholic reformations, the challenges of science and religious romanticism. Special attention to secularism, commercialism and post-modernism.

[281F] The American Jewish Experience. An exploration of Jewish immigrant life, the adjustment to America, the conflict between generations, the impact of assimilation, anti-Semitism, the Holocaust, the founding of Israel and feminism, through historical sources, memoirs, short stories, novels and films. (Writing-intensive.) Maximum enrollment, 20.

287F Introduction to Islam. A survey of the beliefs and practices of Islam, including the ritual, philosophical, theological, ethical, mystical and political dimensions of Islam. Special emphasis given to contemporary Islam and the people in the Muslim world. Anwar.

289F Women in Islam. A comprehensive study of the traditional and contemporary views of women in Islam. Attention given to the ontological, historical, theological, cultural, social, ethical, legal and political perspectives of women in Islamic teachings and Muslim societies. (Writing-intensive.) Maximum enrollment, 20. Anwar.

309S Religion and Race in America. Historical exploration of forms of Native American, Latina/o and African-American religion. Focus on the interaction between race and religion. Prerequisite, one course in religious studies. (Same as Africana Studies 309.) Rojas.

312F Modern Jewish Thought. Topic for 2002: Jewish Political Thought. Study of modern Jewish thinkers, such as Spinoza, Mendelssohn, Rosenzweig, Buber, Kaplan, Emil Fackenheim, Soloveitchik, Emmanuel Levinas, early Zionists. (Writing-intensive.) Prerequisite, one course in religious studies or philosophy. Maximum enrollment, 20. Ravven.

315S Islamic Thought. The history, beliefs, practices and philosophies of Islam. Attention given to current movements throughout the Muslim world. Prerequisite, one course in philosophy or religious studies or consent of instructor. (Same as Philosophy 315.) Blackwood.

317F Jesus and the Gospels. A comprehensive introduction to the four Gospels, with special emphasis on the nature of early Christian views of Jesus. (Writing-intensive.) Prerequisite, one course in religious studies. Maximum enrollment, 20. Humphries-Brooks.

[318S] Reading the Jewish Bible as Literature. Careful study of selected Jewish biblical writings (Old Testament). Attention to language, characterization and genre. Prerequisite, 111, 117, 250 or consent of instructor.

320F Environmentalism as Metaphor: Spirit, Nature and Civilization in Industrial and Post-Industrial America. The concept of environmentalism in contemporary American religion, scholarship, literature, ecology movements, and utopian and dystopian visions. Reading, research and oral and final written reports. Prerequisite, two courses in religious studies or consent of instructor. Maximum enrollment, 12. Seager.

[321S] Amerindian Religion and Culture. An examination of the religious beliefs and traditions of selected Native American groups, both historical and contemporary, as manifest within specified North American culture areas. Topics include Native group history, mythology, ceremonialism, art and shamanism.

[324S] Romance and Religion in Medieval European Literature. For full description, see Comparative Literature 324.

325F Initiations and Rites of Passage. Religious aspects and existential needs in initiations and rites of passage historically and cross-culturally. Attention to theoretical issues raised by Arnold Van Gennep and Victor Turner and to ideas of sacred and profane in identity formation, communities and rituals of purification. Prerequisite, one course in religious studies. Rojas.

[336F] Apocalypse and the Millennium. Topics include scriptural sources, medieval apocalyptism and varied expressions in the modern period. Special attention to uses in the interpretation of history.

381S Philosophy as Spiritual Quest. Exploration of the salvific or spiritual power attributed to philosophy by religious philosophers from classical Greece to modern times. Readings from Greek, Jewish, Islamic and/or Christian works. (Writing-intensive.) Prerequisite, two courses in philosophy and/or religious studies (Same as Philosophy 381.) Maximum enrollment, 20. Ravven.

[391F] Amerindian Myth and Ritual. An extensive study of the myths and rituals of various Native North American cultures. Employing theories from the fields of mythological and ritual studies, examines how myth and ritual function in Native North American societies. Discussions focus on how myth and ritual are intricately connected in the expression of cultural world-view. (Writing-intensive.) Prerequisite, 108. Maximum enrollment, 20.

[407S] The Celluloid Savior. A seminar in biblical studies on the representation of Jesus in motion pictures. Prerequisite, two courses in religious studies or consent of instructor. Maximum enrollment, 12.

[410F] American Buddhism. Reading, reflection and research in Buddhist texts produced in the United States throughout the past 30 years. Attention to representatives of both Euro-American and Asian immigrant communities. Prerequisite, two courses in religious studies and/or philosophy. Maximum enrollment, 12.

412S Seminar in Early Christianity. Exploration of topics in the routinization of Christianity from sect to religion during its foundational period. Attention to literature, history and the social dynamics of change. Prerequisite, two courses in religious studies or consent of instructor. Maximum enrollment, 12. Humphries-Brooks.

423F The Nature of Religion and its Expression. An intensive study of leading 20th-century theorists of religion such as James, Otto, Buber, W.C. Smith, Levi-Strauss,

Eliade and Geertz. Two courses in religious studies or philosophy. Maximum enrollment, 12. Williams.

[425S] Mahayana Buddhism. A seminar in the various traditions of Mahayana Buddhism through an analysis of selected texts in translation and secondary sources. Prerequisite, two courses in religious studies or consent of instructor. (Same as Philosophy 425.) Maximum enrollment, 12.

[428F] Image, Space and Worldview. The interpretation of sacred images and spaces using textual and visual material. Topics include chapels, temples and secular parallels such as world's fairs. Special attention to Hispanic southwest. Maximum enrollment, 12.

431S Seminar in Judaism. Exploration of Jewish philosophical, religious and political thought through the close reading of classical Jewish and other texts. Prerequisite, at least two courses in religious studies or philosophy. Maximum enrollment, 12. Ravven.

[435S] Eros and Spirituality. A seminar devoted to a close reading of Asian and European classics which address the question: what is the relation between eros and the spirit? Some attention will also be paid to the visual arts and music. Maximum enrollment, 12.

501F,S Honors Program. A project resulting in a substantial essay supervised by a member of the department. Open to qualified senior concentrators. The Department.

Rhetoric and Communication

Faculty

Catherine W. Kaha, *Chair*
John C. Adams

Special Appointment
Susan A. Mason

The discipline of communication investigates the ways in which humans create shared experiences through the languages of voice, text, gesture and image. Courses in the department focus on two broad themes. Topics in human communication address the complex processes involved in communicating with others. Topics in media studies investigate how communication technologies shape one's understanding of the social world.

New technological and social environments are rapidly altering how, when and why we communicate. Given the instant access to voice, text, gesture and image, "speech" now means many different things. The department draws on traditional rhetorical practices to address the changing nature of speech in a highly mediated society.

For the Classes of 2003, 2004 and 2005, the department contributes to a concentration and a minor in communication studies. See "Communication Studies" for the appropriate requirements. Students interested in a self-designed concentration in rhetoric and communication, should contact the chair.

101F,S Foundations of Communication. An introduction to the study of communication. This course investigates the taken-for-granted practices that constitute verbal and nonverbal interaction, the social construction of identity and the shared creation of meaning. Theoretical examples draw on diverse communication practices that shape one's view of self and other. Kaha.

102F Explorations in Communication. An exploration of the fundamental questions regarding how human communication differs from the communication of other living creatures. Drawing on key questions from the communication discipline, students work collaboratively to discover what it is that makes humans unique. Readings incorporate articles on human communication and scientific studies on wolves, frogs, chimps, bees, elephants, among others. (Writing-intensive.) (Proseminar.) Maximum enrollment, 16. Kaha.

210F,S Rhetorical Act. A study of the rhetorical foundations that guide the activity of speaking. Analysis of structural components of the message, presentation strategies for diverse audiences, verbal and nonverbal immediacy. Distinctions between written and spoken forms of communication will be highlighted in order to develop an appreciation of the complexities of public presentation. Maximum enrollment, 18. Helmer and Kaha.

222F Interpersonal Communication. Covers dynamics of relationship development, negotiation and construction of shared meaning, self concept and conflict management. Students study theory and engage in discussion and exercises designed to enhance their effectiveness in interpersonal communication and their understanding of its theoretical underpinnings. Prerequisite, 101 or consent of instructor. Adams.

[230] Small-Group Communication. Research on how individuals contribute to group processes. Investigates diverse communicative practices involved in identifying, maintaining and negotiating groups, in a variety of contexts. Topics include principles, rules and customs that govern group decision-making dynamics. Experiential learning in deliberation and problem solving. Maximum enrollment, 20.

[235] Orality and Literacy. A study of oral and literate cultures that focuses on new social structures that emerge with the transition to literacy. Orality is contrasted with iconographic characters, emergence of alphabet and development of Gutenberg printing press.

258S Nonverbal Communication and Social Interaction. For full description, see Anthropology 258.

[260] Visual Communication. The study of visual forms as a distinct component of communication. Emphasis on the psychological, philosophical and aesthetic elements of visual communication. Investigation of figure-ground gestalt, iconographic form and function, and ontolgical primacy of visual experience.

280S Conflict Mediation. Examines the nature of conflict in American life and offers alternatives to adversarial practices. Emphasizes individualistic and collectivistic perspectives, drawing on cross-cultural examples of mediation. Exploration of crucial role of conflict in communication. Hypothetical scenarios require students to mediate conflicting needs of diverse participants. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Kaha.

302S Communication Theory. Study of theoretical approaches to the analysis of human communication. Major theorists reviewed, contrasted and applied. Discussion of problematic concepts such as meaning, intent and effectiveness. Prerequisite, 101 or consent of instructor. Adams.

[310] Media Form and Theory. Investigates the impact of mass media on American society in order to more clearly understand the problems of living in a world dominated by media technology. Examines relationships between various components of the media process, focusing on how media alters our understanding of politics, persons and communities.

[325] Cross-Cultural Communication. Research methods in cross-cultural communication. Theory and analysis of case studies of cross-cultural communication research. Examination of how communication patterns give voice to culture through the construction and evaluation of cultural identities. Prerequisite, 101 or Anthropology 125 or consent of instructor.

341F Organizational Communication. Survey, analysis and application of current theory and research on communication in organizations. Study of the effect of communication on member satisfaction and productivity. Topics include communication structures, functions and contexts in organizations. Development of diagnostic and evaluative instruments. (Writing-intensive.) Prerequisite, 101 or 230 recommended. Maximum enrollment, 20. Mason.

[355S] Methodologies in Communication. Study of the various methods used to evaluate and ground claims about human communication. Discussion of their historical roots and relative strengths and weaknesses. Exercises aimed at mastering these methods. Discussion of their use and misuse in society at large. Relevant for students planning senior projects. Prerequisite, 101 or consent of instructor.

360F Communication Ethics. Examines a variety of ethical positions and their place as motives in the act of communicating. This course also focuses on the roles of rhetoric and argumentation in the practice of case ethics. Students will analyze and critically evaluate speeches from ethical positions and produce discourses developed by the application of principles of casuistry to particular case studies. Adams.

365S Persuasion. Study and practice in the ways people influence each other through oral communication. Theoretical principles applied to various subjects, audiences and situations ranging from public communication to interpersonal bargaining and negotiation. Topics include attitudes and beliefs, identification and congruity, source credibility, strategic choices and ethics. Prerequisite, 101 or 210. Adams.

425F Speech Writing. A studio-centered course covering ethics of speech writing, crafting speeches to suit a client's character, figurative language as argument, nature and function of ceremonial address. Students study model speeches and write four speeches: commencement, dedication, acceptance, eulogy and "apologia." Prerequisite, 110 or permission of instructor. Maximum enrollment, 18. Adams.

450S First Amendment: Freedom of Speech. Detailed investigation of the first amendment. Study of case law which has contributed to the creation of a unique American perspective on the role of speech in a free society. Exploration of historical origins of the first amendment, political consequence and technological constraints. Legal distinctions regarding print, broadcast and electronic media focus on implications for the 21st century. Kaha.

[451S] Seminar: Technology and Society. Theoretical analysis of how communication technology alters social construction of time, space, community and identity. Readings detail historical precedents in order to address future implications of emerging technologies. Prerequisite, 310 or consent of instructor.

Russian Studies

Faculty

Franklin A. Sciacca, *Chair (Russian)*
John Bartle *(Russian)* (F,S)
Jennifer J. Day *(Russian)*
Shoshana Keller *(History)*
Sharon W. Rivera *(Government)*

Russian studies is an interdisciplinary program focusing on the language, literature, culture, historical development and politics of Russia. The concentration in Russian studies consists of nine courses: the core courses Russian Studies 100, 221, 222 and 370; four other courses from the list below; and the Senior Project (550), which must include use of Russian language sources. Completion of the Senior Project requires registration in 550. A copy of the description of the senior program is available in Christian A. Johnson 208. Study in Russia may be counted toward the concentration. Honors will be determined by excellence in coursework and the Senior Project. A minor in Russian studies consists of Russian 100 and four other Russian studies courses.

All 100-level courses are open to juniors and seniors. Seniors require the permission of the instructor.

The program also offers a complete program of instruction in the Russian language. Beginning in the first-year course, particular attention is paid to the cultural context of the language. Emphasis is placed on the language of contemporary Russian media at the second-year level, followed by the opportunity to begin close readings of Russian literature in the original at the third-year level. Study in Russia on a semester or year program is strongly recommended for those interested in Russian studies.

Courses in Translation

100F Introduction to Russian Civilization: Autocracy and Reform in Russia. A team-taught introduction to the civilization of Russia through an examination of its historical, cultural, artistic and political development. In 2002-03 the course will focus on the tensions between Russia's powerful and usually coercive state and the reformist aspirations of its society. Particular attention will be paid to the revolutionary eras associated with Peter the Great, Stalin, Khrushchev and Gorbachev. (Writing-intensive.) Maximum enrollment, 20. Rivera.

[101S] The Rise and Fall of the European Empires: Culture and Society in Berlin, Moscow, St. Petersburg and Vienna at the Turn of the Century. Focus on the artistic renaissance of the great urban centers of Central and Eastern Europe at a time of social upheaval and political decline, 1890-1917. Particular attention paid to cross-cultural artistic interaction. Conducted in English, but optional discussion groups in original language offered. (Same as German 101.)

[169S] Images from the Stage and the Silver Screen: Russian Theater and Film. Survey of 20th-century theatrical and cinematic productions from Russia and Eastern Europe. Introduction to the basic grammar and techniques of movies and plays. Works by Chekhov, Stanislavsky, Eisenstein, Mrozek, Tarkovsky, Forman and Havel. Afternoon and evening screenings. No knowledge of Russian required.

[180S] Tolstoy: The Great Novels. Close reading and critical analysis of Leo Tolstoy's greatest novels, *Anna Karenina* and *War and Peace*. Investigation of the cultural and social contexts of Tolstoy's work. No knowledge of Russian required.

201S Ghosts, Visions, Dreams: The Myth of St. Petersburg in Russian Literature and Culture. In time for the 300th anniversary of the city's founding (1703), this course is an exploration of the "myth" of St. Petersburg in Russian cultural identity. Special attention will be given to the "otherwordly" aspects of the city. Petersburg will also be approached as a "city of memory," especially in the context of its identity crisis in the 20th century. Literary texts to be read include works by Pushkin, Gogol,

Dostoevsky, Bely, Blok, Akhmatova, Mandelshtam, Brodsky and Tolstaya. Other contexts to be considered include opera, film, art, history, architecture and urban semiotics. No knowledge of Russian required. Day.

[213F] Politics in Russia and the CIS. For full description, see Government 213.

221F Early Russian History From Rurik to Alexander II. For full description, see History 221.

222S Modern Russian History: 1861-1991. For full description, see History 222.

225F Madness, Murder and Mayhem: Nineteenth-Century Russian Literature. Readings of representative works with emphasis on major literary movements, cultural history and the development of new genres. Primary texts by Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov, as well as some critical materials. No knowledge of Russian required. (Same as Comparative Literature 225.) Day.

[226S] Sex, Death and Revolution: Twentieth-Century Russian Art and Literature. Close analysis of major literary and artistic movements of the 20th century, with particular attention paid to the innovations of the Avant-Garde and the impact of the Bolshevik Revolution on the artistic imagination. Emphasis on the recurring theme of the fate of the individual in a mass society. (Writing-intensive.) No knowledge of Russian required. (Same as Comparative Literature 226.) Maximum enrollment, 20.

255F Orthodox Christianity: The Traditions of the Byzantine and Russian Churches. An examination of the Byzantine Christian tradition, with focus on the practices of the Russian Church. Topics include sources of Eastern Orthodoxy, Patristics, the Ecumenical Councils, the Liturgy, the "Great Schism," cult of the saints, iconography and church architecture. No knowledge of Russian required. Sciacca.

[266F] Politics in Eastern Europe. For full description, see Government 266.

[270F] Heaven, Hell and the Space in Between: Devils and Deities in Russian Literature and Art. Examination of the portrayals of the cosmic conflict: Good vs. Evil, Heaven vs. Hell, God vs. Satan. The second half of the semester will be dedicated exclusively to a close reading and analysis of Fyodor Dostoevsky's *Brothers Karamazov*. (Writing-intensive.) No knowledge of Russian required. Maximum enrollment, 20.

298S Russian Fairytales, Myths and Legends. An introduction to the folk literature and rituals of the East Slavic peoples. Emphasis on Slavic mythology, *byliny* (epic poetry), *skazki* (folktales) and "calendar" songs; puppetry, witchcraft rituals and masking traditions. (Writing-intensive.) No knowledge of Russian required. Maximum enrollment, 20. Sciacca.

345S Studies in Russian History. For full description, see History 345.

550S Senior Seminar. Independent work consisting of the preparation and presentation of a research paper, translation or other project designed by the student. Requires research using Russian-language sources. Open to senior concentrators only. Sciacca.

Courses in Russian Language

110F First-Term Russian. An introduction to the Russian language in a contemporary cultural context. Focus on development of speaking skills in real-life situations. Day.

120S Second-Term Russian. Continued development of skills in spoken and written Russian. Intensive use of audio/visual/computer materials. Class activities include the production of a Russian-language video. Prerequisite, 110 or equivalent. Day.

210F Third-Term Russian. Further development of conversation and composition skills, with an emphasis on contemporary topics. Continued use of computer-assisted instruction. Prerequisite, 120 or equivalent. Sciacca.

220S Fourth-Term Russian. Continuation of third-term Russian. Introduction to the language of popular culture, including contemporary film and music. Prerequisite, 210 or equivalent. Sciacca.

370F Advanced Russian I: Readings in Nineteenth-Century Russian Literature. Close reading in Russian and English of one or two major Russian authors of the 19th century. Attention paid to problems of translation. Discussion and writing assignments in Russian and English. Course may be repeated for credit. Prerequisite, 220 or equivalent. Day.

[380S] Advanced Russian II: Readings in Twentieth-Century Russian Literature. Close reading in Russian and English of one or two major Russian authors of the 20th century. Attention paid to problems of translation. Discussion and writing assignments in Russian and English. Course may be repeated for credit. Prerequisite, 220 or equivalent.

Sociology

Faculty

Daniel F. Chambliss, *Chair*
Dennis Gilbert
Kirsten Paap
Mitchell L. Stevens
Veronica J. Tichenor

Special Appointment
Michael C. Bagge

A concentration in sociology consists of 101 or 110, 301, 302, 549, 550 and four additional courses. A Senior Project (550) culminating in a written thesis based on original research is required for the concentration. Prospective concentrators who will be off campus during their junior year are encouraged to take 301 and 302 as sophomores. Concentrators who expect to be off campus during the first semester of their senior year should consult the department chair as early as possible. Candidates for honors must have an 88 or better average grade in Sociology courses; must submit a thesis receiving a grade of A- or better; and must be approved by a vote of the department faculty. A minor in sociology consists of 101 or 110, 301 or 302, and three additional courses.

101S Introductory Sociology. Sociological perspective on human behavior. Classic and contemporary sociological concepts that further an understanding of the structure, process, stability and change of social life. (Writing-intensive.) Not open to students who have taken 110. Maximum enrollment, 20. Paap.

110F American Society. An introduction to sociological concepts and methods of analysis through the study of selected aspects of American society. Topics include social class, gender, sexuality, race and ethnicity, sports, medicine, crime and deviance, and popular culture. Not open to students who have taken 101. The Department.

202S Sociology of Education. This course examines the social interests that facilitated the construction of early American private and public schools, and considers how schools manage, mitigate and exaggerate social differences. Sociological conceptions of legitimation, social reproduction, social mobility, cultural capital, bureaucracy, gender, class and race are applied to schooling issues. Emphasis is on U.S. schools. Not open to seniors. Stevens.

[203F] Sexual Instincts and Identities. Sexuality from an interdisciplinary, scholarly perspective. Questions to be addressed include: Is sexuality a universal and biological instinct? How and why do we come to see sexuality as an interior identity? Recent research with attention to how sexuality is constructed through and against gender, race and class. Topics include sexual identity, gay marriage, transsexuality, birth control, AIDS, prostitution, sexual violence and pornography. (Writing-intensive.) Prerequisite, one course in social sciences or consent of instructor. Maximum enrollment, 20.

[204F] Social Class in American Society. Consequences of inequalities in wealth, income, power and prestige. Social mobility, poverty, class differences in values and lifestyles, social class and politics. (Writing-intensive.) Maximum enrollment, 20.

212S Sociology of Gender. Contemporary theories, understandings and performances of gender. Attention to the intersections of race, class, gender and sexuality, as well as the relationships of gender to life opportunities and experiences, social structures and societal reproduction. (Writing-intensive.) Prerequisite, 101, 110 or consent of instructor. Maximum enrollment, 20. Paap.

[224F] Sociology of Religion. Introduces sociological conceptions of religion; investigates religion's cognitive and organizational components; examines the relationship between religion and modernization in the West; and how religious beliefs and

organizations can serve as vehicles for social change. (Writing-intensive.) Prerequisite, 101, 110 or consent of instructor. Maximum enrollment, 20.

225F Latin American Society. Social change in Latin America. Topics include class structure, kinship, values, gender, race, population trends, development strategies, popular culture and religion. Gilbert.

236F Marriages and Families. This course focuses on the diversity of experiences in contemporary marriages and families, especially as these relate to issues of race, gender, social class and sexual orientation. Also explores how social constructions of marriage and family have changed over time and the impact that other institutions, such as politics, the law and the economy, have had on the institutions of marriage and family. (Writing-intensive.) Prerequisite, one course in sociology or consent of instructor. Maximum enrollment, 20. Tichenor.

[240S] Self in Society. An intermediate-level course in phenomenological social psychology. Emphasis on the nature of the self, the life world as experienced, the taken-for-granted nature of social life, roles and bad faith, and the routinization of everyday life. Prerequisite, one course in sociology or psychology.

[243S] Contemporary Social Issues. Explores a number of contemporary issues from the sociological perspective, with an emphasis on how these "problems" are socially constructed. Topics will include youth culture and adolescence, poverty and the welfare state, interpersonal and structural violence, and war. Prerequisite, one course in sociology or consent of instructor.

[251F] Survey of Social Psychology. A review of the classic work in the field and a broader "liberal arts" view of social psychology. Prerequisite, one course in sociology or psychology.

257S Using Survey Research. A practical course in methods of public opinion polling and other uses of sample surveys. Basics of questionnaire construction, sampling and analysis of survey results. Critical examination of the technical limitations and political implications of national dependence on opinion polling. Useful for students who expect to use surveys in connection with senior thesis research or careers in politics, marketing, journalism, education, etc. Prerequisite, two social science courses or consent of instructor. No previous courses in statistics or social science methods necessary. (Same as Government 257.) Maximum enrollment, 15. Gilbert.

258S Poverty, Law and the Welfare State. An examination of the laws regulating and protecting the unemployed, disabled, aged and children in families unable to support them. Welfare policy as expressed in civil and criminal law, including colonial settlement laws, 19th-century reforms, the New Deal Social Security Act and New York's Article XVII in the 1930s, the War on Poverty of the 1960s and the restructuring of the welfare system in the 1990s. Readings from court opinions, historical accounts and other materials. (Writing-intensive.) Prerequisite, one course in sociology or government. (Same as Government 258.) Maximum enrollment, 20. Bagge.

260F Racial and Ethnic Groups: The Sociology of Race and Ethnicity in America. Focuses on historic and ethnographic accounts of patterns of group life. Topics include race relations; economic and cultural discrimination; the intersection of race, ethnicity, social class and gender; and the dilemmas of assimilation and acculturation. Prerequisite, 101 or 110. Paap.

301S Sociological Theory. Examination of classic and contemporary sociological concepts and perspectives. Emphasizes historical origins and development of the sociological discipline. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 20. Gilbert.

302F Research Methods. Formulation of a research problem, choice of an appropriate research strategy, execution of that strategy and interpretation of the results.

Both qualitative and quantitative methods presented. Prerequisite, two sociology courses or consent of instructor. Chambliss.

304F Seminar on Elites in American Society. Initial readings will explore the elite concept in the work of Pareto, Mosca, C. Wright Mills and others, including their pluralist and Marxist critics. The remainder of the course will focus on the role of contemporary economic, social and political elites in the United States. Among the topics to be explored are the political role of corporate elites; the influence of class, race/ethnicity and gender in recruitment to elite positions; and the significance of upper-class society and related institutions such as elite private schools. (Writing-intensive.) Maximum enrollment, 12. Gilbert.

[307S] Formal Organizations. Analysis of large-scale organizations. Topics include bureaucratic structure, power, technology, change, anarchy and interaction between organizations and their environments. Prerequisite, 101 or consent of instructor.

[309S] Qualitative Research Methods. Hands-on introduction to the "interpretative" methods of the social sciences: interviewing, ethnography, participant observation, archival/historical research and narrative analysis of texts. Addresses conceptual strategies of qualitative research and explores differences from quantitative research. Considers multiple applications of qualitative methods in private and public sectors. Covers development of proposals, grants, field notes, interview strategies and questionnaires. (Same as Government 309.)

317S Seminar: Building Communities. This course will allow students to integrate classroom and experiential learning. Students will spend two-three hours each week volunteering with Utica youth in an after-school program. This experience will give students additional insight into the topics taken up in the course. Topics to be covered include social class/poverty, race, youth/adolescence, family, urban issues and community building. Prerequisite, one 200-level sociology course or consent of instructor. Maximum enrollment, 12. Tichenor.

[324F] Seminar on Social Class in America. The effects of social and economic change on the class system of the United States, with particular attention to the transformation of the post-industrial occupational structure, changing patterns of family life, growing inequalities of wealth and income, trends in social mobility and racial inequalities. (Writing-intensive.) Prerequisite, two courses in the social sciences or history or consent of instructor. Maximum enrollment, 12.

339F Cultural Belief Systems. Explores the various "ways of knowing" in our society and how such knowledge is socially constructed. Topics include a range of belief systems including everyday knowledge, science, religion and political consciousness (including class and feminist consciousness). (Writing-intensive.) Prerequisite, one course in sociology or consent of instructor. Maximum enrollment, 20. Tichenor.

341S Seminar in Urban Political Economy. This course examines cities as agglomerations of capital, labor, information, commodities and consumers. Emphasis is on U.S. cities and their changing position in the global economic order. This seminar is a complement to 249, and is ideally taken in sequence after 249. Prerequisite, one sociology course or consent of instructor. Maximum enrollment, 12. Stevens.

342F Seminar: Modernity. This seminar examines classic and contemporary assessments of modernity as a cultural, organizational, and institutional project. Readings include Weber, Marx, Simmel, Foucault, Taylor. Maximum enrollment, 12. Stevens.

[360F] Seminar on Mexico. Political upheaval and long-term processes of social change in Mexico. Topics include the formation of Mexican society, class structure, poverty, population trends, ethnic conflict, religion, popular culture, elite politics, mass mobilization and development strategies and their social impacts. (Writing-intensive.) Maximum enrollment, 12.

[362S] Seminar on Sex, Drugs and Whiteness: Methodologies and Epistemologies in the Social Sciences. Via controversial topics, engagement of three questions: What do we know and how do (or can) we know it? How do beliefs shape the modes of measurement that shape knowledge? What implications do these relationships have for the philosophical and political enterprise(s) of social science? Prerequisite, 101, 110 or consent of instructor. Maximum enrollment, 12.

[363S] Power and Violence in Intimate Relationships. Issues of power and control are part of every relationship. This course explores how these issues are played out in marriages, families, dating relationships and friendships, and examines how and why attempts to control lead to emotional and physical violence. (Writing-intensive.) Prerequisite, one course in sociology or consent of instructor. Maximum enrollment, 20.

[381F] Global Racisms: Seminar on the Understandings and Enactments of Race Around the World. Comparative examination of social, political and historical constructions of race and race privilege. Attention will be paid to the effects of colonialism and globalization in (re)defining racial hierarchies, as well as the intersections of race, racism, gender and class in the allocation of social goods such as health, education, property and civil rights One course in sociology or consent of instructor. A previous course on race or racial relations is helpful but not required. Maximum enrollment, 12.

420S Advanced Topics in Contemporary Sociology. Critical examination of key works of contemporary sociological theory and research. Topics include current issues in sociological theory as well as new directions in principal substantive areas of the discipline. (Writing-intensive.) Prerequisite, consent of instructor. Maximum enrollment, 20. Chambliss.

[440F] Seminar: Race, Class, Gender and Work: Patterns and Processes in the U.S. Labor Market. Examination of the relationships between race/ethnicity, social class, sex/gender and employment in local and U.S. contexts. Emphasis will be placed on the structural, historical and ideological processes involved in the social organization and individual experiences of work. Prerequisite, sociology concentrators or consent of instructor. Maximum enrollment, 12.

[470S] Seminar: The Social Construction of Race. Examination of the social, political, cultural, legal and historical constructions of the categories of race and ethnicity in American society. Emphasis will be placed on the interaction of racial/ethnic constructions with major social institutions, such as the family, education and work, and on individual experience. Prerequisite, sociology concentrators or consent of instructor. Maximum enrollment, 12.

549F Senior Seminar. A course for concentrators preparing to write a thesis. Includes exploration of the range of sociological topics, lectures by departmental faculty on research areas and techniques and workshops on bibliographic methods, site selection and access, and writing of research results. Culminates in presentation of a detailed thesis proposal. (Writing-intensive.) Open to senior concentrators only. Stevens.

550S Senior Project. Investigation, through original research, of a sociological topic resulting in a thesis. Open to seniors only. The Department.

Sophomore Seminars

Sophomore seminars are team-taught and interdisciplinary courses, culminating in an integrative project with public presentation that each student must complete. All sophomores must take one sophomore seminar. Each seminar is limited to 12 students per faculty member. Only sophomores who have not already enrolled in a sophomore seminar may pre-register for one. Other students, including sophomores who wish to take a second seminar, may enroll in seminars that have open seats the first week of classes. Juniors who have not passed a sophomore seminar must take one in the fall of their junior year. A student who fails the first sophomore seminar s/he has taken will be placed on academic probation. S/he will receive a second and third probation in subsequent semesters if the sophomore seminar requirement is not completed.

200F,S Globalization. The globalization cluster will engage in a multi-disciplinary examination of the broad phenomenon of globalization, including its political, economic, social and cultural aspects. Each individual seminar will explore a particular aspect in greater depth, as described below. Students will present their final projects to members of other sections of the cluster. The course will include attendance at several films and guest lectures.

200-01F,S Globalization and the Politics of Identity. This section will examine the effects of globalization on national, ethnic and racial identity, and on the political conflicts based on these identities. It will include material on identity politics in the United States and several other countries. Prerequisite, one of Government 112 or 114, College 130, Women's Studies 101. May count toward a concentration in government. Orvis.

200-02F Remapping Identities: Globalization and Chinese Visual Culture. An examination of the impact of the transnational forces of economic and cultural globalization on the representation of identity — individual, cultural, national — in contemporary Chinese visual culture. Prerequisite, Art 154 or consent of instructor. May count toward concentration in art history. Goldberg.

200-03F Cultural Diversity, Conflict and Pluralism. Explorations of connections among economic globalization, challenges to the nation-state and the growing importances of culture. Topics include culture industries, cultural preservation, clash of civilizations, universal cultural rights and global cultural pluralism. Prerequisite, a course in any social science department or program or consent of the instructor; for anthropology concentration, 113 or 114. May count toward concentration in anthropology. Rutz.

200-04F The Global Economy. Introduction to the global economy and the implications of globalization on production, trade and finance. Topics include technology and production, information revolution and the new economy. Prerequisite, Economics 101. E. Balkan.

200-05F,S Globalization and Work. Globalization and its impact on the changing nature of work. Topics include labor in the global economy, new technologies and organization of work, restructuring employment, flexibility and security, difference and diversity in the workplace, the household economy and caring labor. Prerequisite, Economics 101. N. Balkan.

200-06F,S Globalization and Religion. Examination of issues in the globalization of religion with particular attention to Buddhism, especially traditions of Japan, and its movement, reception, adaptation to the United States and other countries. May count toward concentration in religious studies. Seager.

200-07F Globalization and Media. Exploration of cultural globalization and the communications systems by which culture is created and disseminated. A survey of media technologies, recent advances in computers and communications, the rise of global media empires and cultural responses to life in the digital world. Bass.

200-08F Globalization and Cinema. This course will look at films and the film industry in a global context. Topics include: 1) how the movie industry in this country has organized itself historically as an international enterprise, 2) how documentary film participates in the process of globalization and 3) The success and influence of Hollywood and other national cinemas outside the United States. Student presentations and projects will involve learning how to analyze films, present clips and instruct viewers to see the film's form, as well as its content and historical and social contexts. P. O'Neill.

200-09S Globalization and International Migration. Interdisciplinary introduction to issues and questions related to international migration. Topics include labor migration, refugee movements, citizenship and naturalization policy, and the influence of international organizations. Materials derive from anthropology, economics, sociology, law and political science. Prerequisite, Anthropology 113 or 114. May count toward concentration in anthropology. Frechette.

205S Classics of Modern Social Thought. Reading and discussion of major thinkers in the development of modern Western social thought. Authors include Machiavelli, Rousseau, Burke, Marx, Darwin, Weber, Freud, Mannheim and de Beauvoir. Emphasis on class presentations, debates, book notes and class protocols. Works examined from historical, sociological, psychological and philosophical perspectives. Counts toward concentration in either history or sociology. Prerequisite, 100-level course in history or sociology. Chambliss and Kelly.

210F The Physics of Musical Sound. An exploration of the physics that underlies the production of musical sounds. Covers issues ranging from nature of musical sound, representations of music, some elementary music theory, ideas of measurement and units, some physical principles, theory of wave propagation and mode formation, physical mechanisms of how instrument families work and their implications for musical use of those families, acoustics of halls, digital simulations of musical instruments and performance spaces. Prerequisite, one course in music or one course in a physical science. May count toward concentration in physics. Three hours of class and one hour of laboratory. Collett and S. Pellman.

215S Race Matters. The course will assess whether, how much and why race influences education, economic trends, politics and culture. Special attention to general intellectual and cultural trends, as well as to the hard politics of welfare reform, affirmative action, the criminal justice system and the HIV/AIDS epidemic, and the ways in which race informs and shapes such policies and politics. May count toward concentration in Africana studies. Franklin, Haley and Sharpley-Whiting.

220S Forever Wild: The Cultural and Natural Histories of the Adirondack Park. Study of America's largest inhabited wilderness. Survey of natural and cultural histories of the park and examination of ecological, political and social issues. Study of literary, scientific, historical and political texts. Explorations of environmental issues such as acid rain, development and land-use, predator re-introduction and population controls. Prerequisite, one course in literature, biology, geology or environmental studies. May count toward minor in environmental studies. Field trip required. Oerlemans, Williams and Rosenstein.

225S Nature, Art or Mathematics? How do humans perceive or impose patterns onto the natural world and onto their lives? What is "really" out there and how do we describe it? An examination of chaos theory, fractal geometry, landscape architecture and theories of tragedy in relation to Tom Stoppard's play, *Arcadia*. Prerequisite, any course in literature, mathematics or theater. Bedient and Thickstun.

230S The Craft of Writing. This course has two purposes. First, we will explore patterns of rhetoric across disciplines. From the Gettysburg Address to the Communist Manifesto, from Orwell on political language to Stravinsky on the poetics of music, we will examine the power of words and argument. Second, students will learn to appreciate style and argument and to make their own writing stylish and persuasive. Building on their previous writing-intensive courses, students will have a chance to develop a mastery of and love for the written word, which will enhance their intellectual, professional and civic lives. (Writing-intensive.) Prerequisites, at least one course in each of two of the following fields: economics, literature or politics. Eismeier, Jensen and P. Rabinowitz.

240S Narratives of Nationhood. Examination of the concept of the nation as an imagined community. Class discussions use fictional, newspaper and historical texts, and film and narrative theory to examine how ideas of the nation are constructed and how they relate to such issues as war, colonialism, modernization, exoticizing the other and genocide. Students in the two sections meet together for half of the sessions (separate readings and discussion for section with Guyot-Bender are in French). Wilson's section counts toward concentration in history and Guyot-Bender's in French. (Writing-intensive.) Prerequisite, one history course at 200-level or consent of instructor for section taught by Wilson; French 200 for section taught by Guyot-Bender. Guyot-Bender and Wilson.

250-01S Simulation: Systems and the Future. Emphasis on systems theory and problem solving. Construction of a "working model" of a mission to establish a "settlement" in Near Space. Significant use of a Web-based program for simulation development and for communication with other simulation sites. Course culminates in a presentation and major summary paper. Raybeck.

250-02S Simulation: Computers and Society. Explores interaction between technology and society. Construction of a "working model" of a mission to establish a "settlement" in Near Space. Significant use of a Web-based program for simulation development and for communication with other simulation sites. Course culminates in a presentation and major summary paper. Decker.

260S Education in a Liberal Society. This cluster will look at education from five disciplinary perspectives: public policy; philosophy; critical studies in race, class and gender; learning and cognition; and curriculum and pedagogy decision-making. Through readings and discussion of these diverse perspectives, student will explore the inextricable links that result in the United States public education system and agenda. All sections count toward minor in education studies; Adair's section counts toward concentration in women's studies; Paris' section counts toward concentration in government. Adair, Mason, O'Neal, Paris and Vaughan.

265S Social Movements: The Environment. What is a social movement? This seminar provides an interdisciplinary critical examination of environmental social movements on the global and local levels, considering how they represent themselves and have been represented, how they have changed through history, the ethical debates that inform them, as well as how they have both shaped and been shaped by structures of power and privilege. Off-campus work will be required. Prerequisite, one course in introductory science for Garrett's section. Doran's section will count for the philosophy concentration. Doran, Drogus, Garrett and Gold.

270S Politics and History of World War II. World War II dominates the landscape of the 20th century and is one of the most important military conflicts in history. Furthermore, it was a moral struggle that still resonates 50 years after the shooting has stopped. This course is intended to provide students with an understanding of the conflict's military and political aspects, the personalities involved and the impact of the war on those that fought it, with particular emphasis on the experience of American infantry fighting in the European theater, 1943-1945. Prerequisite, a 100-level course in government or history. May count toward concentration in government or history. Isserman and Klinkner.

Spanish

Faculty

Santiago Tejerina-Canal, *Chair* (F,S)
Soledad Gelles
Juan Carlos González Espitia
Mihyang Cecilia Hwangpo
Jeremy T. Medina
Susan Sánchez-Casal
Christine E. Swain

Special Appointment

María Gabriela Solano Solano

The Spanish Department offers a diverse Hispanic curriculum that includes Spanish language study for both non-natives and native speakers, and Latin American, Spanish and U.S. Latino/a literature and culture studies. The Spanish concentration consists of nine courses numbered 140 or higher, including 200, 210 or 211, two electives in the 200 series, three electives at the 300- or 400-level — including at least one in both Latin American and Peninsular fields (one of these must focus on literature before 1800). Any history, civilization or culture course offered by another department that focuses specifically on Latin America, Spain or U.S. Latino studies may satisfy the 200-level requirement but will not count as one of the nine concentration courses.

Concentrators may include one course in translation as one of the required courses for either the major or the minor. In order to complete the Senior Program, senior concentrators in Spanish (non-honors candidates) will: 1) enroll in a 300-level course or 400 in the fall semester and a 400-level course in the spring semester (in the spring seniors will complete a research project in a 400-level course; spring semester advanced courses are doubly-designated as 300/400 [i.e. 310/410], in order to distinguish seniors who are writing the senior research project from other students. Thus if a senior plans to take more than one advanced course in the spring, he/she should take only one course at the 400-level); 2) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester.

Senior honors candidates will: 1) enroll in 400 in the fall semester; 2) enroll in 550 and complete a senior thesis in the spring semester; 3) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester. In order to attain honors in Spanish, students must have an average of B+ (88) or better in the nine courses required for the major, and must complete 550 (senior thesis) with an average of A- or better. Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year. A complete description of the Senior Program is available in Christian Johnson 202.

Hamilton College Academic Year in Spain

The Academic Year in Spain was established in 1974 to offer the highest possible academic standards (distinguished professors, small classes and the speaking of Spanish only), along with careful attention to the intellectual, cultural and social needs of each student. Directors-in-residence are drawn from Hamilton, Williams and Swarthmore colleges. The program is administered at Hamilton by a general director and by the Programs Abroad Committee. Also affiliated with the program are Amherst and Haverford colleges. All courses are taught entirely in Spanish and encompass a wide variety of linguistic and cultural areas, including advanced language, the art of translation, the history of Spanish art, cinema, analysis of poetic texts, Cervantes, contemporary theater, 19th- and 20th-century narrative, contemporary Spanish and Latin American history, the economy of Spain, anthropology, sociology, contemporary Spanish politics, flamenco and internships. The courses are given by members of the Facultad de Filosofía y Letras universities in Madrid or by other authorities in the fields of literature, history, social science or the arts. The Centro Universitario de Estudios Hispánicos, HCAYS headquarters, is located within the "Civdad Universitaria" of Madrid, next to the Complutense University and the University of San Pablo, an HCAYS affiliate (students

may opt to take one course at the University of San Pablo). Language and civilization classes form part of a fall orientation program in the northern coast village of Comillas, while a similar arrangement for spring students takes place in the town of Nerja on the southern coast. Frequent group excursions to all parts of Spain serve to complement the rich academic and social opportunities of the capital city. The program is open to sophomores, juniors and first-semester seniors. Although it is in principle a full-year program, application may be made for either the fall or spring sessions. To be eligible, students must normally have completed at least one 200-level Spanish course and have a strong academic average.

110F First-Term Spanish. Intended for beginners. Thorough grounding in aural comprehension, speaking, reading and writing. Interactive study of Spanish grammar with strong emphasis on oral and written production. First year students who follow the sequence through 140 may qualify for study abroad. (Proseminar.) Four hours of class, with additional TA session and laboratory work. Taught in Spanish. Maximum enrollment, 16. Medina.

115F Spanish Immersion I. Designed for exceptionally motivated beginning students who wish to accelerate their acquisition of Spanish. Intensive and interactive study of all of the basic grammatical structures of Spanish, with particular emphasis on writing and speaking. Successful completion will place students into 130 or 135. (Proseminar.) Two course credits. Three 50-minute and two 75-minute classes a week, plus an additional three hours of laboratory work and TA session. Taught in Spanish. Maximum enrollment, 16. Solano.

120F,S Second-Term Spanish. Continuing interactive study of Spanish grammatical and lexical structures begun in 110, with special emphasis on speaking and writing. (Proseminar.) Prerequisite, 110 or placement. Four hours of class, with additional TA session and laboratory work. Taught in Spanish. Maximum enrollment, 16. Swain (Fall); Swain, Solano (Spring).

130F,S Third-Term Spanish. Intensive review of grammar and syntax at the intermediate level, with key emphasis on writing and speaking. Selected readings and in-class activities form the basis for further work in all the language skills. (Proseminar.) Prerequisite, 120 or placement. Four hours of class with additional laboratory work and TA session. Taught in Spanish. Maximum enrollment, 16. Gelles.

135S Spanish Immersion II. Designed for exceptionally motivated intermediate students who wish to accelerate their acquisition of Spanish. Continuation of Spanish 115. Intensive training in grammar and syntax with special interactive emphasis on speaking, writing and reading. A thorough review of all grammar at the intermediate level is followed by cultural readings and small group activities similar to those of 140. Successful completion will place students into 200. Two course credits. Prerequisite, 115 or 120 or placement. Three 50-minute and two 75-minute classes a week, plus an additional three hours of laboratory work and TA session. Taught in Spanish. Solano.

140F,S Conversation on Hispanic Cultures. Intense focus on speech emergence and oral presentation. Study of diverse cultural readings and other aesthetic productions as a basis for refinement of grammar comprehension and as a means to further improve writing, reading and listening skills. (Proseminar.) Prerequisite, 130 or placement. Three hours of class, with additional activities, TA sessions and laboratory work. Taught in Spanish. Maximum enrollment, 16. Hwangpo (Fall); Hwangpo, González Espitia (Spring).

200F,S Exploring Hispanic Texts. Study of diverse cultural readings selected from the work of Latin American and Peninsular writers. Focus on written and oral argumentation; introduction to the interpretation of literary texts. Advanced grammar in context and vocabulary building. Course emphasizes writing, oral presentation and the refinement of speech and pronunciation. (Writing-intensive.) (Proseminar.) Three hours of class and TA session. Taught in Spanish. Prerequisite, grade of C+ or better in Spanish 135 or 140, or consent of instructor. Maximum enrollment, 16. González Espitia (Fall); Sánchez-Casal (Spring).

201F Spanish for Native Speakers. Integrated review of the grammatical structure of Spanish for bilingual students, with intense emphasis on writing. Major emphasis placed on anthropolitical linguistics, with special focus on the political and cultural history of U.S. Latinos/as and related issues of immigration, bilingualism, English-Only and political resistance. Literary and prose readings by Latin American and U.S. Latino/a authors, as well as videos. Intense interaction focused on discussion and oral and written argumentation. (Writing-intensive.) (Proseminar.) Three hours of class and TA session. Prerequisite, placement exam or consent of instructor. Maximum enrollment, 16. Sánchez-Casal.

210S Study of Spanish Literature: Introduction to Literary Analysis. Intensive study and analysis of selected literary works of Spain. Introduction to basic critical skills for literary analysis in poetry, narrative, theatre and essay. Emphasis on oral performance, student participation and on original application of critical methodology in writing projects. Taught in Spanish. Prerequisite, 200 or 201 or consent of instructor. Medina.

[211] Study of Latin American Literature: Introduction to Literary Analysis. A panoramic view of movements and genres in Latin American literatures. Special emphasis on representative works of each period or literary school. Introduction to basic critical skills for literary analysis in poetry, narrative, theatre and essay. Emphasis on oral performance, student participation and original application of critical methodology in writing projects. Taught in Spanish. Prerequisite, 200 or 201 or consent of instructor. (Not open to students who have taken 260).

[213] Introduction to U.S. Latino/a Literatures. Examination of literary production of representative U.S. Latino/a writers from the civil rights movement to present. Course will mostly focus on transgressive voicings of Latino/a authors who redefine North American national identity by rewriting the contextual history of Latinos within the United States. Emphasis placed on both literary and historical/political analysis, feminist criticism and anti-racist pedagogies. Taught in English. No knowledge of Spanish required. (Same as Comparative Literature 213, English 213 and Women's Studies 213.)

[214] The Literature of Contemporary Spain. Close analysis of selected writings of all three literary genres, from the Spanish Civil War to the present, as a basis for discussion, writing assignments and oral reports. Emphasis on the relationship between these works and the social context of either the Franco Regime or Spain's young democracy. Taught in Spanish. Prerequisite, 200 or 201 or consent of instructor.

250F Journey into Spanish Culture. A study of the culture of Spain, including history, music, painting and other aspects of Spanish civilization which reflect or have contributed to the development of the modern Spanish perspective. Emphasis on contemporary social and political events. Taught in Spanish. Prerequisite, 200 or 201 or consent of instructor. Medina.

[251] Cultural Studies in Latin America. A survey of Latin American cultural history of the 19th and 20th centuries. Examination of a series of literary and non-literary texts, films and music that shed light upon the most relevant moments in the search for a political and cultural identity. The independence and the later Mexican and Cuban revolutions will provide a framework in which to study the relationship between the ruling elites and the marginal sectors. Particular attention paid to the figures and voices of criollos, indios, negros and so-called sexual minorities. Taught in Spanish. Prerequisite, 200 or 201 or consent of instructor.

261S Writing, Self and Nation in Latin America. Study of the relationships between literature and society during the 19th and 20th centuries in Latin America. Different instances in the search for national identity and cultural independence will be considered through the reading of canonical short stories and novels. Particular emphasis on the autobiographical narrative. Among the works studied are Miguel Cané's *Amalia*; Jorge Isaacs' *Maria*; Clorinda Matto de Turner's *Aves sin nido*; Mariano

Azuela's *Los de abajo*; Miguel Angel Asturias's *El señor presidente*; Roberto Arlt's *Los siete locos*; and María Luisa *Bombal's La amortajada*. Prerequisite, 200 or 201 or consent of instructor. Taught in Spanish. Gelles.

265F The Art of Translation. A study of translation theory and its applications in Spanish to English and English to Spanish. Includes a comparative study of the grammatical structure of both languages, terminology building and ample practice with translations in various fields. (Writing-intensive.) Prerequisite, 200 or 201 or consent of instructor. Taught in Spanish. Maximum enrollment, 20. Swain.

[267] The Spanish Civil War. An examination of the major conflicts of thought and action of the bloody confrontation between the "the two Spains" as perceived by historians, literary writers and cinematic voices during and after the war, both within and outside of Spain. Taught in Spanish. Prerequisite, 200 or 201 or consent of instructor.

[270] Special Topics in Spanish Literature and Culture. Prerequisite, 200 or 201 or consent of instructor. Taught in Spanish.

271S Special Topics in Latin American Literature and Culture. Topic for 2002-03: Latin American Dialectology. A study of the major dialects of Latin America, including their origins, development and geographical extension. Students will learn the basics of dialectology, sociolinguistics and phonetic transcription while increasing their general knowledge of Spanish. Prerequisite, 200 or 201 or consent of instructor. Taught in Spanish. Swain.

[280] Spanish Literature in Translation: Transatlantic Visions of the Hispanic World. Study of a variety of texts from the early modern period to the 20th century, organized around the transmission of ideas and ideologies between both sides of the Atlantic. Questioning traditional notions of Empire, this course explores cultural change in terms of how Spain and America influenced one another mutually. Taught in English.

[281] Introduction to Latin American Short Fiction. Course designed to familiarize students with the various literary movements and poetics of the Latin American short story; correlative focus on historical, ideological context in which these texts emerge. Readings may include works by Quiroga, Borges, Cortázar, García-Márquez, Valenzuela, Peri Rossi, Castellanos, Dávila and Ferré. Taught in Spanish. Prerequisite, 200 or 201 or consent of instructor.

283F Understanding the Caribbean World. Study of political discourse and cross-cultural production of Spanish-speaking Caribbean islands (Cuba, Puerto Rico, Dominican Republic) and the Caribbean Diaspora in the United States. Historical inquiry into colonialism, nationalism, race and the new politics of the "Ethno-nation" through the mediums of literature, essay, music and film. No knowledge of Spanish required. Taught in English. González Espitia.

[300] Medieval Spanish Literature. An in-depth view of the beginning and early development of Spanish literature, emphasizing key works for an understanding of later Spanish and Spanish American literature, including Jarchas, *El Poema de Mió Cid*, *Auto de los Reyes Magos*, *El Conde Lucanor*, *Libro de Buen Amor*, poetry of the *Romancero*, *Coplas por la muerte de su padre*, *Cárcel de Amor* and *La Celestina*. Taught in Spanish. Prerequisite, two 200-level courses in Spanish above 200 or 201 or consent of instructor.

[301] Modernismo. Contextualized study of the Latin American literary movement that broke away from the naturalist tradition and anticipated the avant-garde. Analysis of innovative literary premises in essay, prose fiction, chronicle, theatre and poetry through focus on the new consciousness of the "modernista" writer's role in turn-of-the-century society. Examination of related notions of exoticism and escapism in the context of continental modernization. Taught in Spanish. Prerequisite, two 200-level courses in Spanish above 200 or 201 or consent of instructor. Not open to students who have taken 315.

310/410S Latin American Theatre. Analysis and discussion of 20-century plays in light of major theatrical movements such as the Theater of the Absurd, the Epic Theater, Metatheater and the Theater of Cruelty. Readings from such leading playwrights as Usigli, Marqués, Gambaro, Wolff, Carballido and Cossa. Taught in Spanish. (Senior concentrators who plan to write their senior research project in this course must take it as 410.) Prerequisite, two 200-level courses in Spanish above 200 or 201 or consent of instructor. Hwangpo.

[320] Contemporary Latin American Novel. Critical reading of representative novels of the revolution, dictatorship, indigenism, "boom" and post-boom. Readings from leading Latin American novelists such as Azuela, Asturias, Argüedas, Carpentier, Castellanos, García Márquez, Fuentes, Rulfo, Puig, Valenzuela, Peri Rossi, Poniatowska, Puga. Taught in Spanish. Prerequisite, two 200-level courses in Spanish above 200 or 201 or consent of instructor.

[330] Between Fiction and Reality: 100 Years of Spanish Narrative. Critical reading and discussion of selected novels of Spain written from the late 19th century and beyond. Development of different trends in modern Spanish prose, with emphasis on the works of such authors as Emilia Pardo Bazán, Benito Pérez Galdós, Leopoldo Alas "Clarín," Vicente Blasco Ibáñez, Miguel de Unamuno, Pío Baroja, Camilo José Cela, Carmen Laforet, Luis Martín-Santos, Gonzalo Torrente Ballester, Rosa Montero and others. Taught in Spanish. Prerequisite, two 200-level courses in Spanish above 200 or 201 or consent of instructor.

[340] Twentieth-Century Spanish Theatre. Study of the development of the theatre in Spain as a reflection of the artistic, social and historical turmoil that led to the Spanish Civil War, Franco and the present democratic monarchy. Emphasis on critical reading and discussion of works by such authors as Ortega y Gasset, Benavente, Grau, Valle-Inclán, García Lorca, Buero Vallejo, Sastre, Arrabal, Muñiz, Ruibal, Fernán Gómez, Martíinez Ballesteros and Paloma Pedrero. Taught in Spanish. Prerequisite, two 200-level courses in Spanish above 200 or 201 or consent of instructor.

345F The Female Autograph: Women's Writing in the Hispanic World. Cross-cultural literary study of women's literary texts in Spain, Latin America and the United States. Textual analysis grounded in feminist literary theories and critical frameworks; particular attention paid to women's agency and writing as transgressions in patriarchal symbolic order, to the consideration of a generolecto (women's specific literary inscription) and to theoretical and critical approaches to gender and writing. Taught in Spanish. Prerequisite, two 200-level courses in Spanish above 200 or 201 or consent of instructor. (Same as Women's Studies 345.) Gelles.

[350] Special Topics in Latin American Short Fiction. Taught in Spanish. Prerequisite, two 200-level courses in Spanish above 200 or 201 or consent of instructor.

[365] Spanish Literature in Translation: Rogues and Martyrs in Spain and the New World. Analysis of early modern works in the context of Counter Reformation culture in Spain and colonial America. Particular attention paid to the representation of contrasting models of heroism: "dissident" archetypes – witches, prostitutes, pícaros, corrupted priests and virtuous figures – saints and sufferers. Authors include Francisco de Quevedo, Carlos de Siguenza y Góngora, Juan Ruiz de Alarcón, José Joaquín Fernández de Lizardi. Taught in English. Prerequisite, two 200-level courses in Spanish above 200 or consent of instructor.

[370] Special Topics in Spanish Literature. Taught in Spanish. Prerequisite, two 200-level courses in Spanish above 200 or 201 or consent of instructor.

[371] Special Topics in Latin American Literature. Taught in Spanish. Prerequisite, two 200-level courses in Spanish above 200 or 201 or consent of instructor.

[379] The Latino/a Experience. Prerequisite, two 200-level courses in literature or consent of instructor. Taught in English. No knowledge of Spanish required. (Same as Comparative Literature 379, English 379 and Women's Studies 379.)

[380] Cervantes' *Don Quijote*. Careful analysis of the style, characterization, theme and structure of Spain's greatest literary masterpiece and the study of the work's relationship to the major social and intellectual currents of the 17th century. Taught in Spanish. Prerequisite, two 200-level courses in Spanish above 200 or 201 or consent of instructor.

381/481S Cervantes' *Don Quijote* in Translation. For full description, see Spanish 380. Taught in English. (Senior concentrators who plan to write their senior research project in this course must take it as 481.) Prerequisite, one course in literature or consent of instructor. Medina.

395/495S The Avant-Garde. Examination of the manner in which the Spanish and Latin American avant-gardes resist and rewrite established classical traditions. Particular emphasis placed on how Baroque poetics are used in the formulation of a "modern" art. Discussions will revolve around poems, manifestos and films. (Senior concentrators who plan to write their senior research project in this course must take it as 495.) Prerequisite, two 200-level courses in Spanish above 200 or 210, or consent of instructor. Taught in Spanish. González Espitia.

400F Topic: The National Identity: Argentina and Cuba. Topic for 2002-03: The National Identity: Argentina and Cuba (1900-1940). Rigorous analysis of the (re)construction and establishment of national identity discourse through literary works, history, shared meanings, languages and their relationship, and inclusions and exclusions. Readings by Novión, De María, F. Sánchez, Gálvez, Martínez Estrada, Scalabrini Ortiz, Ramos, Mañach and others. Open to seniors only. Required course for senior concentrators preparing to write an honor thesis and strongly advised for senior concentrators. Senior concentrators will be given preference over other seniors. Maximum enrollment, 12. Hwangpo.

550S Honors Project. Independent study program for students who qualify as candidates for departmental honors. Students will work closely with a thesis advisor (chosen from among the Spanish faculty) who will direct and guide the preparation and oral defense of the thesis. Students will normally also choose a second reader. Students must have an average of at least B+ in the nine courses counting toward the concentration at the end of the first semester of the senior year in order to qualify. Honor concentrators must normally take the Senior Seminar (400) during the fall of their senior year. The Department.

Theatre and Dance

Craig T. Latrell, *Chair*

Theatre

Faculty

Carole A. Bellini-Sharp (S)
Mark Cryer
Kermit Dunkelberg
Craig T. Latrell

Special Appointment
William Burd

A concentration in theatre consists of 11 credits. The performance track consists of 101, 102, 105, 141 or 142, 201, 202, 301, 307; two of the following: 211, 235, 238, 245, 255; 500 and 560. Performance track majors must audition for all mainstage productions. The directing, theory and playwriting track consists of 101, 105, 110, 141 or 142, 201, 224, 303, 307, two of the following: 211, 235, 238, 245, 255; 500, 550 or 560. Directing, theory and playwriting majors must participate in at least one mainstage production in a non-performance capacity. Students are encouraged to elect additional courses in art, music and dance.

The Senior Program requirement in theatre may be fulfilled through a satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or the composition of a play; or Senior Performance/Production (560), which may be an acting showcase, the directing of a play or designing for a departmental production. No student who has completed the requirements and maintained an 85 average in theatre courses will be prohibited from selecting a performance/production as the Senior Project. Students falling below the 85 average will be required to take the research option, or to register for an independent study prior to the project as preparation.

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the theatre program and excellence in the performance, composition or production component of the Senior Program, as judged by the department.

A minor in theatre may be acquired in performance (101, 102 or 201, 110, 307 and one elective) or design/production (105, 110, 212, 213 or 215, 307).

101F,S Introduction to Stage Performance. Exploration of the basic elements of theatrical performance and stage presence. Introduction to theatre vocabulary, performance concepts and skills, and the creative process through kinesthetic, vocal, sensory and imaginative exercises, as well as improvisation and stage action. An ensemble approach that relies on individual and group commitment and collaboration. (Proseminar.) Not open to juniors and seniors except with permission of the department. Maximum enrollment, 16. Cryer.

102S Introductory Acting Workshop. An intensive continuation of 101. Development of acting skills through exploration and workshop performances of monologues and scenes from modern plays. (Proseminar.) Prerequisite, 101. Maximum enrollment, 16. Cryer.

105S Stagecraft. Fundamentals of scenery construction, rigging, scene painting. Three hours of class and six hours of laboratory. Maximum enrollment, 12. Burd.

110F Public Voices: American Multicultural Theatre and Drama, An Introduction to Theatre. A study of theatre and drama as it reflects, represents and interprets diverse American cultures, focusing on selected contemporary plays and productions. Readings and discussions of plays, selected short readings in theory, history and criticism, and attendance at local performances. Consideration of the issues of

texts, production, performance, meaning, context and style. No knowledge of theatre required. Not open to seniors. Dunkelberg.

141-142F,S Production. The study of theatre through participation (performance and/or technical work) in a faculty-directed production. Casting by audition. One-half credit. Cryer (Fall); Latrell (Spring).

201F Intermediate Acting. Exploration of physical, vocal, emotional and creative resources. Textual study, improvisation and performance. Focus on Brecht and other epic playwrights. Prerequisite, 101 or consent of instructor. Maximum enrollment, 16. Dunkelberg.

202S Intermediate Acting Workshop: Character and Language. Scene and monologue work, textual analysis and characterization. Focus on Shakespeare. Prerequisite, 102 or 201 or consent of instructor. Maximum enrollment, 16. Dunkelberg.

[211] Dreamings and Tellings. A course in dreams, voice and performance. The creation and presentation of original dream-based stories and performance pieces. Vocal work emphasizing breathing, centering and toning. Study of dream-based art and literature, and related theory and criticism, from diverse cultures and disciplines to re-locate dreams and dreaming as both personal and cultural acts. Maximum enrollment, 16.

212S Scene Design. A lecture/laboratory course in the design of scenery for the stage. Study of principles of composition, materials and fundamentals of drafting and rendering, eventuating in practical scenic designs with floor plans, elevations, sections and models. Prerequisite, 105. The Department.

213F Lighting Design. A lecture/laboratory course in lighting for the stage. Study of principles of composition, graphic notation, electrical practice and its control, eventuating in practical lighting designs with plots, sections and control charts. Prerequisite, 105. Burd.

[215S] Scene Painting. Study of the art and craft of painting for the theatre. Research into period designs and execution of examples of a variety of styles.

224S Playwriting. Introduction to the techniques of realistic and non-realistic playwriting through a variety of exercises and improvisations, culminating in the writing and staging of a one-act play. Prerequisite, 102, 110 or English 150. While no prior acting experience is required, students participate in staged readings of works. (Same as English 224.) Maximum enrollment, 16. Latrell.

235S Outrageous Acts: Avant-Garde Theatre and Performance Art. An examination of experimental art's capacity to shock and to force us to recognize ourselves from new and unexpected perspectives. The historical, cultural and philosophical origins and influences, as well as exemplary works from the early avant-garde movements (1890-1940) and more contemporary avant-garde theatre and performance art (1950-1990). Discussion of the art, music, literature, theatre and film of Surrealism, Symbolism, Expressionism, Dada, Futurism, Constructivism, Epic, The Living Theatre, Grotowski, Monk, Wilson, Foreman, The Wooster Group, Hughes, Finley. (Same as Art 235.) Latrell.

[238] African-American Theatre. Study, discussion and oral performance of selected works of drama by African-Americans from the 1860s to the present. Focuses on themes within the plays in relation to the current social climate and how they affect the play's evolution in the context of changing U.S. cultural and political attitudes. Prerequisite, 110 or Africana Studies 255. Open to sophomores and juniors. (Same as Africana Studies 238.)

[245] Modern European Theatre: Theory, Practice and Dramaturgy. An examination of 20th-century Western theatre in relation to its historical and cultural contexts. The course will focus on key figures and movements in modern theatre,

including the study of selected dramatists, theoreticians, directors, designers and performers and their roles in the creation of modern theatre vocabularies. Prerequisite, one course in comparative literature or theatre or consent of instructor. Oral and written work required. (Same as Comparative Literature 245.)

[255] Asian Theatre: The Exotic Body. An exploration of major Asian theatre and dance forms and their representations in the West. Focus on elite, popular and hybrid forms arising out of the cultures of China, Japan, India and Southeast Asia, and the way these forms have functioned as tokens of exoticism in the West. Prerequisite, one course in theatre or Asian studies or consent of the instructor. No prior performance experience necessary, but students will be expected to participate in all workshops offered as part of the class. (Next offered 2003-04.)

267S Theatre and Politics: Eastern Europe in the Twentieth Century. This course will examine the connections between theatre and political life in Eastern Europe in the 20th century. We will read plays and theatre history alongside political and historical documents. The political events discussed include the rise of fascism (and resistance to it); theatre under occupation; theatre in concentration camps; the "staging" of state power under Stalinism and later forms of Communism; the uprisings of 1956 in Hungary, Poland and East Germany; solidarity in Poland; and the fall of the Berlin Wall. Dunkelberg.

300F,S The Study of the Theatre through Production and Performance. Performing a major role, stage management, dramaturgy or design of scenery, lighting or costumes for a faculty-directed production. Prerequisite, invitation of the department. The Department.

301S Advanced Acting. Advanced scene study, characterization and styles. Prerequisite, 202 or consent of the department. Dunkelberg.

303F Directing. Fundamentals of play direction and script analysis; study of selected directors and directorial problems; the direction of exercise scenes; and direction of a final scene or one-act for public presentation. Prerequisite, two semesters of acting and two other courses in theatre or dramatic literature or consent of the department. Latrell.

307F History of the Western Theatre. Against a background of social and intellectual movements, a study of design, architecture, costume, acting and dramatic literature that distinguish periods in the history of the theatre that have exerted the most influence on the Western theatre of the 20th century. Focuses on the theatres of classical antiquity through the Baroque and Rococo periods. Prerequisite, 110, any 200-level theatre course, English 206, Comparative Literature 244 or consent of instructor. Latrell.

[345S] Modern European and American Drama. For full description, see Comparative Literature 345.

[355] Crossings: Globalism in Contemporary Performance. For much of the 20th century, theatre artists have drawn inspiration from the performance of other cultures, incorporating "foreign" theoretical and formal elements into their own works. Such artists include Brecht (Chinese opera), Artaud (Balinese dance), Brook (Indian literature) and Yeats (Noh theatre), as well as non-Western theatre artists such as Suzuki and Riantiarno. Through an understanding of the connections between artistic forms and the cultures from which they arise, we will examine various types of artistic crossings as well as the issues raised by the phenomenon. Prerequisite, 245, 255 or 307, or consent of instructor. (Next offered 2003-04.)

395F Art and Culture in the Global City. Our study will focus on NYC as a center for the presentation and production of international representations of art and culture. Field trips to theatre, dance, opera and other performing arts events required. We will explore how art is or can be global and/or intercultural; how the city has changed to accommodate and attract diverse forms of art and culture; how those

changes have affected neighborhoods, the economy and the fringe population; how NYC, as a site for art and culture, influences the creation, production and marketing of the performing arts. Bellini-Sharp.

396F Research on International and Global Art in New York City. The independent project connects work experience and issues raised in the courses. Students who intern in production, promotion and marketing firms or organizations with global reach will focus on issues related to private corporate producer services and global culture as a commodity. Those who intern in theatres, museums, galleries and not-for-profit organizations concerned with art-making and cultural production, and government agencies that support those efforts, will focus on issues related to art and culture institutions, industries and communities. Culminates in a major research paper. Bellini-Sharp.

500F Senior Seminar. Practice in developing theatrical ideas, projects and proposals. Research and production methodologies. Completion of a senior project proposal. Open to senior concentrators only. One-half credit. Bellini-Sharp, Cryer and Latrell.

550F,S Senior Thesis. A project resulting in either a research paper or the composition of a play. Open to senior concentrators only. The Department.

560F,S Senior Performance/Production. An acting showcase, the directing of a play, costume, set and/or lighting design for a departmental production. Substantial written component comprising research into the historical, theoretical and sociocultural contexts of the chosen work. Following submission of the monograph and completion of production, each student will participate in the evaluation of her/his project with an evaluating committee. Open to senior concentrators only. The Department.

Dance

Faculty

Elaine Heekin
Leslie Norton
Bruce Walczyk

Special Appointment
Richard G. Lloyd

A concentration in dance consists of 201, 203, 205, 305, 307, 550 or 560, and four semesters of Intermediate (213, 215) and/or Advanced Dance (313, 315). The Senior Program in dance may be fulfilled through satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or a field study in movement behavior and its analysis/notation, or Senior Performance/Choreography (560), which may be a performance of dance works, choreography or both. No student who has completed the requirements and maintained an 85 average in Dance courses will be prohibited from selecting the performance/choreography option as the Senior Project. Students qualifying for and electing Dance 560 (Senior Performance/Choreography) as their Senior Program in dance must be enrolled in technique class during the semester in which they are enrolled in Dance 560. Students falling below the 85 average will be required to register for an independent study as preparation for the project.

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the dance program and excellence in the performance, composition, research or production component of the Senior Program, as judged by the department.

A minor in dance consists of three courses selected from 201, 203, 205, 305 and 307, and two semesters of Intermediate Dance (213, 215) or Advanced Dance (313, 315).

102F Introduction to Dance Theory, Technique and Culture. A survey of the various roles dance/movement play in life and culture. Lecture and lab are combined to include an introduction to kinesiology, movement behavior, choreography, improvisation, body music, dance ethnology and technique. A modern dance approach is

emphasized that includes martial art/dance forms from West Africa, Haiti, Brazil, China, Indonesia, Malaysia, The Philippines and Japan. Not open to students who have taken 101. Maximum enrollment, 20. Walczyk.

103F Introduction to Dance as a Performance Medium and Healing Art. An overview of dance as a performing art, its role in culture/communication and as a source of health and well being. Lectures, discussions and introduction to several dance/movement forms including contemporary, ballet, tap, African-based jazz and various health-based movement techniques (yoga, Pilates, Bartenieff Fundamentals). Introduction to motif writing included. Not open to students who have taken 101. Maximum enrollment, 20. Heekin.

104F Introduction To Dance In Its Social and Theatrical Forms. A survey of the evolution of dances from their folk/social manifestations into forms of classical status. Among the myriad examples, three will be highlighted: the development of the folk and court dances of the Renaissance and Baroque into classical ballet; the development of Kabuki from a sensual, "outlaw" theatre to a classical form in Japan; and the development of African-American social dances from the slavery era to the signature dances of the 1920s and '30s into classics of American musical theatre. Lectures, discussions and technique classes. Not open to students who have taken 101. Maximum enrollment, 20. Norton.

[112S] Elementary Dance. Fundamentals of ballet and contemporary dance incorporating technique, theory and criticism. No previous dance training required. Maximum enrollment, 20.

141-142F,S Performance. The study of dance through performance of a role in a main stage dance concert. Prerequisite, invitation of the department. One-quarter credit per semester. The Department.

180S Sound, Performance and Creativity. An introduction to the development and use of sound in its relationship to performance. Topics include creation of original sound structures, using vocal and body sounds as well as found objects; introduction to sound recording, editing and playback; aural analyses of material created in the class, as well as material from various historical periods, to develop a common musical language, and to understand the structures and aesthetics of sound and music; creation of different types of non-traditional visual scores and their application for movement. Individual and group projects. No previous musical, dance or theatre experience required. Maximum enrollment, 16. Lloyd.

201S History of Dance. Study of the theatrical, social and ritual aspects of dance through cross-cultural comparisons among dance forms. Exploration and analysis of such historical issues as the evolution of dances, the struggle to preserve traditional dances and dance fusions in a global society. Lectures, discussions and films. (Writing-intensive.) No previous dance training required. Maximum enrollment, 20. Norton.

[203S] Movement Analysis. Observing, analyzing and recording movement using Laban's principles. Emphasis on cultural and aesthetic concepts of movement as a system of communication. Investigation of alignment techniques, movement behavior and kinesiological principles. No dance training required. Maximum enrollment, 15.

205S Kinesiology. An investigation of the musculo-skeletal system and use of biomechanical principles to improve efficiency of motor behavior. Emphasis is placed on muscular and alignment analysis. Lectures, discussions and practical application of movement concepts. No prior dance training required. Maximum enrollment, 30. The Department.

[208S] Martial Arts and Dance. An investigation into the relationship between martial arts and dance emphasizing the abstraction of movements of self-defense into dance. This approach relies on many cultures that utilize body awareness and movement efficiency through several systems including aikido, capoeira, chi kung, jeet

kune do, kali, muay thai, northern shaolin, pa kua chang, silat and tai chi chuan. Prerequisite, consent of instructor. Maximum enrollment, 20.

213F Intermediate Contemporary Dance and Theory. Continuation of the study of contemporary dance through a multicultural viewpoint incorporating technique and theory. Emphasis is placed on alignment, muscle analysis and movement behavior. May be repeated for credit. Prerequisite, 101, 102, 103 or 104, or consent of instructors. Heekin and Walczyk.

215S Intermediate Ballet. Continuation of the study of ballet. Technique classes are combined with studies in kinesiology, dance theory and dance criticism. May be repeated for credit. Prerequisite 101, 102, 103, 104 or consent of instructor. Norton.

305F Composition. A study of the elements of choreography, emphasizing personal development in movement invention, phrasing and design. The use of improvisation, music and technical theatre introduced. Prerequisite, 211 or equivalent, or consent of instructors. Maximum enrollment, 12. Heekin and Walczyk.

[307] Choreography. The application of fundamentals from 305 to more complex choreographic work, incorporating set, props, costume and text. Exploration and analysis of other art forms as related to dance composition. Prerequisite, 305 or consent of instructors. (Offered in alternate years.)

308S Advanced Martial Arts and Dance. A continuation of 208, emphasizing martial arts from Africa, Asia, Southeast Asia and South America. Students will study cultural background, history, philosophy and terminology along with practical application of movement theories. Prerequisite, 208 or consent of instructor. Maximum enrollment, 20. Walczyk.

313S Advanced Contemporary Dance and Theory. The study of contemporary dance through a multicultural viewpoint incorporating technique and theory. Emphasis on performance techniques and ability to comprehend the conceptual framework of movement. Ability to analyze joint action, muscular contraction, personal alignment and musculo-skeletal imbalances expected. May be repeated for credit. Prerequisite, 213 or consent of instructor. Heekin.

315F Advanced Ballet. The study of classical ballet emphasizing style and performance quality in addition to technical mastery of the ballet vocabulary. The course meets five times weekly. While out-of-class assignments are minimal, daily attendance, effort and consistent improvement in the technical and stylistic aspects of this art form are of critical importance. May be repeated for credit. Prerequisite, 215 or consent of instructor. Norton.

320F The Ballets Russes: Globalization of a Russian Classical Art. Study of the history of the Ballets Russes dance company and its cultural context. Follows the development of the company's roots within the Imperial Ballet of the Tzars, artistic achievements and international fame from 1909-1929, aesthetic principles, including Wagnerian total theatre and influence on the development of modern ballet. Examines the dancers, choreographers, composers and visual artists associated with it, including Picasso, Miro, Matisse, Stravinsky, Ravel and others. (Writing-intensive.). No previous dance experience required. Prerequisite, one course in dance, Russian studies, music or art history. Maximum enrollment, 20. Norton.

550F,S Senior Thesis. A research paper or a field study in movement behavior and its analysis/notation. Open to senior concentrators only. The Department.

560F,S Senior Performance/Choreography. A performance of dance works, the choreography of dance works or both. Substantial written component comprising research into the historical, theoretical and socio-cultural contexts of the chosen work. Following submission of the monograph and completion of production, each student will participate in the evaluation of her/his project with an evaluating committee. Open to senior concentrators only. The Department.

Women's Studies

Faculty
Margaret Gentry, *Director*
Vivyan C. Adair
Danielle M. DeMuth
Chandra Talpade Mohanty
Minnie Bruce Pratt
Susan Sánchez-Casal *(Spanish)*

Program Committee
Jinnie M. Garrett *(Biology)*
Shelley P. Haley *(Classics)*
Lydia R. Hamessley *(Music)*
Esther S. Kanipe *(History)*
Nancy Sorkin Rabinowitz *(Comparative Literature)*

The concentration in women's studies consists of nine courses, including 101, 201, 301 and 550, two courses selected from among 314, 327, 401, 402 or 405, and three electives. With the approval of the concentrator's advisor, one course focused on women or gender that is not cross-listed with Women's Studies may be counted toward the electives required for the concentration.

The Senior Program (550) is an interdisciplinary project culminating in a thesis or performance. Students who have an average of 90 in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the program director.

A minor in women's studies consists of 101, 201, 301, one course selected from 314, 327, 401, 402 or 405, and one elective.

Students without prior courses in the program may enroll in courses above the 100 level with permission of the instructor.

101F,S Introduction to Women's Studies. An interdisciplinary investigation of past and present views of women and their roles, treatment and experiences in institutions such as the family, the state, the work force, language and sexuality. The diversity of women's experiences across age, class, ethnic, sexual, racial and national lines introduced, and theories of feminism and of women's studies discussed. (Writing-intensive.) (Proseminar.) Maximum enrollment, 16. DeMuth and Gentry (Fall); Adair and DeMuth (Spring).

160F Gender Blending/Bending/Breaking. An interdisciplinary introduction to thinking about, and living in, genders in the United States, from mid-20th-century Second Wave feminism to transgender liberation today, in relation to issues of sexualities, ethnicity, race and nation. Uses literary, historical, political movement and other texts. (Writing-intensive.) Maximum enrollment, 20. Pratt.

[190F] Women and Madness. Examination of historical, cultural, literary, artistic and psychological constructions and representations of women as "mad." Uses feminist sociopolitical perspectives to explore how these representations are connected to topics such as anger, violence, sexuality, race, class, conformity and resistance to female roles, and the psychiatric and psychological communities. (Next offered in 2003-04.)

201S Introduction to Feminist Thought. An interdisciplinary examination of the history and contemporary practice of feminist thought. Topics include the history of feminist thought in Western culture, the broadening and complication of that canon to include examinations of race, class, gender, sexuality, ableism and ageism, and the implications of global feminist thought. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 20. DeMuth.

[208] Women in Music. For full description, see Music 208.

[213] Introduction to U.S. Latino/a Literatures. For full description, see Spanish 213.

[220S] Gender, Race, Class and Nation. Introduction to issues in the social, cultural and historical construction and expression of gender, racial and class

formations. Topics include the political economy of race, class and gender; ideologies of masculinity/femininity, black/white, straight/gay, etc.; racism, sexism and violence against women; domesticity and ideologies of women's work; the gendered workings of contemporary imperialism; the making of post-colonial states; constructions of nationalism; and feminism's relationship to nationalism and questions of resistance and accommodation. Prerequisite, one course in women's studies. (Same as Africana Studies 220.)

[222] Race, Gender and Culture. For full description, see Philosophy 222.

235F Women in Modern Asia. For full description, see History 235.

[239S] Gender and Politics in Latin America. For full description, see Government 239.

[244F] Whose Tragedy?: Staging Gender and Politics. For full description, see Comparative Literature 244.

250F Issues of Gender in Western Art. For full description, see Art 250.

[260] French Women: From 1789 to the Present. For full description, see French 260.

270F Women and International Development: Power, Politics, Agency. Examination of the effects of social, political, cultural and economic systems, such as education, media, religion, family structures and the organization of labor, on the lives of women from "developing" countries. Analysis of contemporary theories of international development and feminism, using case studies from different cultures to clarify the political, intellectual and ideological inter-connections between "First-World" and "Third-World" nations in a transnational, capitalist economy. Prerequisite, one course in women's studies or consent of instructor. Mohanty.

278F The Straight Story?: Rethinking the Romance. For full description, see Comparative Literature 278.

[280F] The Politics of Gender. For full description, see Government 280.

[285] Gender and Science. Exploration of the intersections of gender and science, including women as scientists, women as subjects of science and the influence of assumptions about gender on scientific theories. Prerequisite, 101, or one course in science or mathematics, or one course in philosophy. Open to sophomores, juniors and seniors only.

301F Feminist Methodological Perspectives. An interdisciplinary exploration of feminist methods of social analysis. Emphasis on how feminist inquiry has transformed how we think about and study gender in the sciences, social sciences, arts and humanities. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 20. Gentry.

313S Seminar: Twentieth-Century Sexuality: Literature and Film. Examination of the emergence, normalization and regulation of heterosexuality and homosexuality as categories of identity through the literature and film of the 20th century. Literature will include literary "classics," pulp fiction, picaresque novels, feminist fiction and postmodern narratives. Feminist as well as closeted and homophobic films will be included. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12. DeMuth.

314S Feminist Perspectives of Class in the United States. An interdisciplinary seminar that examines class and class struggle as it is associated with ethnicity, nation, race, gender and sexuality in the United States. Uses representations of class and class struggle in history and in contemporary literary, cinematic, social change movement and academic texts. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12. Pratt.

316F Globalization and Gender. For full description, see Economics 316.

327S Seminar on Women and Aging. Focuses on women's experiences of aging across the lifespan with attention to midlife and beyond. Examines images of aging women in literature and the media; ageism and the impact of race, class and sexual identity on aging; aging women's experiences of the body, reproduction, health, economic issues, and social and familial relationships. Considers how changing age distributions in the United States will influence intergenerational relationships and social policy. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12. Gentry.

[341S] Women, Gender and Power in Ancient Egypt and Greece. For full description, see Classical Studies 341.

342S Women, Gender and Power in Ancient Rome and Byzantium. For full description, see Classical Studies 342.

[344F] Studies in Women's History. For full description, see History 344.

345F The Female Autograph: Women's Writing in the Hispanic World. For full description, see Spanish 345.

[352F] Women and the American Social Reform Tradition. For full description, see History 352.

360S Seminar: Narratives of Power. A seminar that concentrates on the creation of narrative in any form (fiction, creative nonfiction, poetry) and its intersection with power, in relation to genders; ethnicity, race and nation; sexualities; class; and other issues. Writing and critical perspectives used to examine the relation between story and history; points of view, fact and truth; as well as the relation of the writer to U.S. literary traditions of resistance. (Writing-intensive.) Prerequisite, one course in creative writing and one in women's studies or consent of the instructor. Maximum enrollment, 12. Pratt.

[379] The Latino/a Experience. For full description, see Spanish 379.

[380S] Seminar on Nurturance and Violence. An interdisciplinary seminar examining women's experiences of nurturance and violence from various feminist perspectives. Topics focus on nurturance and violence in family relationships, mothering, reproductive technology and sexuality. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12.

385F Seminar on Theory and Politics of Education. The role of the educational system in the construction and reproduction of gender, class and racial inequality. Topics include the control and governance of schools, the construction of educational goals and curricula, classroom practice and social structure, ideology and the cultural transmission of knowledge, multiculturalism vs. anti-racist education, feminist pedagogy and the formation of communities of resistance in the academy. Prerequisite, one course in women's studies or consent of instructor. Maximum enrollment, 12. Mohanty.

[389S] Sexuality and Literature. For full description, see English 389.

390S Topics in Feminist Criticism. For full description, see Comparative Literature 390.

[391] Practical Feminist Criticism: Across Gender/Sex/Race. For full description, see Comparative Literature 391.

401F Seminar: Theories of Sexuality. Analysis of contemporary theories of sexual development, identity and practice through a feminist/critical theory lens. Topics include theories of gender and sexuality, constructions and practices of masculinity and femininity, historical, geographical and cultural constructions of heterosexuality and homosexuality, lesbian/gay/bi/trans sexuality and gender identity, sexual objectification and commodification, reproduction, sexual politics, sexual/social

violence and resistance and sexuality as mitigated by codes of race, class, gender and age. Prerequisite, two courses in women's studies or consent of instructor. Maximum enrollment, 12. DeMuth.

402F Seminar on Global Feminisms. Comparative examination of the global rise of women's movements for economic and social justice in the United States and other nations. Attention to the role of the United Nations Conferences on women; issues of violence against women and children; poverty; economic, sexual and civil rights; immigration and citizenship; decolonization; and the dismantling of both national and transnational relations of exploitation, militarism, imperial masculinities and religious fundamentalisms. Prerequisite, one course in women's studies or consent of instructor. (Same as Africana Studies 402.) Maximum enrollment, 12. Mohanty.

[405F] Seminar: Black Feminist Thought. Interdisciplinary examination of the tradition of black feminist thought as it spans African and African-American heritages. Exploration of how black women are not simply victims of oppression but visionary agents of change. Areas examined include history, literature, music, art, education, sociology and film. Prerequisite, one course in women's studies or consent of instructor. (Same as Africana Studies 405.) Maximum enrollment, 12.

550S Senior Program. A project or thesis on a topic in women's studies. Limited to senior concentrators and interdisciplinary concentrators with a focus on women's studies. Gentry.

Scholarships, Fellowships and Prizes

General Scholarships

General scholarships are awarded on the basis of financial need. Listed below are some of the general scholarships supported by income from endowed funds.

The Archibald G. and Margery Alexander Scholarship was established by Douglas Alexander, Class of 1958, in memory of his parents.

The Benjamin D. Allen Scholarship was established in memory of Benjamin D. Allen, Class of 1950, by his family and friends.

The George Mitchell Avery Scholarship was established by the will of Harriet Avery, in memory of her son, George Mitchell Avery, Class of 1943.

The Franklin M. Baldwin Scholarship was established by relatives and friends in memory of Franklin M. Baldwin, Class of 1916.

The Harry and Emma Baldwin Scholarship was established by Donald Baldwin, Class of 1951, in honor of his parents.

The Gordon J. Barnett Memorial Scholarship was established in memory of Gordon J. Barnett, Class of 1920.

The H. Roswell Bates Scholarship was established by Lt. Col. William A. Aiken, in memory of his friend and classmate, H. Roswell Bates, Class of 1895.

The Harry Edwin Battin, Jr. Scholarship was established by Mrs. Phyllis B. Battin in memory of her husband.

The Edwin Baylies Scholarship was established by George E. Dunham, in memory of Edwin Baylies.

The Bement Scholarship was established by Albert C. Phillips, Class of 1865.

The Clinton C. Bennett Memorial Scholarship was established by Clinton C. Bennett, Jr., and Geoffrey C. Bennett, Class of 1953, in memory of their father, Clinton C. Bennett, Class of 1922.

The Sidney B. Bennett Memorial Scholarship was established on the occasion of its 25th Reunion by the Class of 1967 in memory of Sidney Bennett, Class of 1928, who served as secretary of admission at the College from 1941 to 1971.

The Harold C. Bohn Scholarship was established by Harold C. Bohn, Class of 1926.

The Theodore W. Bossert, Jr. Scholarship was established through a bequest from Theodore W. Bossert, Jr., Class of 1962.

The William J. Bowe Scholarship was established in honor of Dr. William J. Bowe, Class of 1937.

The Bradley Scholarship was established by Donald D. Bradley, Class of 1928, and his wife, Helen S. Bradley.

The Wilmer E. and Esther Bresee Scholarship was established by Wilmer E. Bresee, Class of 1931, and his wife.

The Louis N. Brockway Memorial Scholarship was established in memory of Louis N. Brockway, Class of 1917, a distinguished business executive who served on the board of trustees from 1951 until his death in 1979.

The Harlow Bundy Scholarship was established by Margaret Bundy Scott and John McC. Scott in memory of Mrs. Scott's father, Harlow Bundy, Class of 1877.

The Dr. Oliver T. Bundy Scholarship was established by The Honorable Charles S. Bundy, Class of 1854, in memory of his father.

The Gilman S. Burke Scholarship was established by Gilman S. Burke, Class of 1954 and a former trustee of the College.

The John C. and Richard J. Butler Scholarship was established by Viola M. Butler in memory of her sons.

The William F. Canough Scholarship was established through a bequest from William F. Canough.

The Carnegie Scholarships were established by Andrew Carnegie in honor of Elihu Root.

The Carter Scholarship was established through a bequest from Laura Carter.

The William Philo Clark Scholarship was established in memory of William Philo Clark, Class of 1937.

The Class of 1867 Scholarship was established by Edwin Baldwin and C.C. Rice, both from the Class of 1867, and A.W. Hubbell.

The Class of 1899 Scholarship was established by the Class of 1899.

The Class of 1909 Scholarship was established by numerous donors.

The Class of 1938 Scholarship was established by members of the Class of 1938 on the occasion of their 50th Reunion.

The Class of 1939 Scholarship was established by members of the Class of 1939 on the occasion of their 50th Reunion.

The Class of 1941 Scholarship was established by members of the Class of 1941 in memory of their deceased classmates.

The Class of 1942 Scholarship was established on the occasion of their 50th Reunion by members of the Class of 1942 in memory of deceased classmates.

The Class of 1943 Scholarship was established by the members of the Class of 1943 on the occasion of their 50th Reunion.

The Class of 1948 Scholarship was established by members of the Class of 1948 on the occasion of their 40th Reunion.

The John L. Coe Scholarship was established by John L. Coe, Class of 1923.

The Couper Family Scholarship was established by Esther Watrous Couper and augmented by her son Richard Watrous Couper, Class of 1944, and his wife Patricia Pogue Couper.

The Dr. Walter F. Cronin Scholarship was established by Mrs. Cronin in memory of her husband, Walter F. Cronin, Class of 1938.

The Melville Emory Dayton Scholarship was established by Mrs. M. Dayton, in memory of her beloved husband, Class of 1864.

The Harry Dent Scholarship was established by the Harry Dent Family Foundation.

The Kenneth A. Digney Scholarship was established by Philip I. Bowman in memory of Kenneth A. Digney.

The George and Aurelia M. Dise Fund was established through a bequest from Raymond R. Dise '17, in memory of his parents.

The William E. Dodge Scholarship was established by William E. Dodge, Jr.

The Willard B. Eddy, Sr. Scholarship was established by family and friends, in memory of Willard B. Eddy, Sr., Class of 1914.

The Dorothy H. Elkins Estate Scholarship was established through a bequest from Dorothy H. Elkins, widow of George W. Elkins, Class of 1931.

The Fred L. Emerson Foundation Scholarship was established in 1986 by the Foundation, located in Auburn, New York.

The Ethel Kelsey Evans Scholarship was established by Anthony H. Evans, Class of 1882, in memory of his wife.

The Howard P. Ferguson Scholarship was established by Mary J. Matthewson.

The Leonard C. Ferguson Memorial Scholarship was established by Mrs. Leonard Ferguson in memory of her husband, a member of the Class of 1919.

The Robert G. Fisher Memorial Scholarship was established in memory of Robert G. Fisher, Class of 1928, by his family and friends.

The Roswell P. Flower Scholarship was established by The Honorable R.P. Flower.

The Alexander Folsom Scholarship was established by Dr. Darling and Alexander Folsom.

The Carlyle Fraser Scholarship was established by Jane Fraser in memory of her uncle, Carlyle Fraser, Class of 1917.

The George M. Frees Scholarship was established by George M. Frees, Class of 1941.

The Getman Family Scholarship was established to honor William D. Getman, Class of 1938, who was killed in action during WWII, his father, Albert A. Getman '11, and three generations of the Getman family at Hamilton.

The Charles D. Gilfillan Scholarship was established by C. D. Gilfillan.

The Helen B. and Harry L. Godshall Memorial Scholarship was established by Harry L. Godshall, Jr., Class of 1939, in memory of his parents.

The Wilma E. and Edward Brewster Gould Scholarship was established in memory of Edward B. Gould, Class 1913, and his wife.

The Edgar B. Graves Scholarship was established by friends and former students in memory of Professor Edgar B. "Digger" Graves, who taught history at Hamilton from 1927 to 1969.

The Eleanor F. Green Scholarship was established by John G. Green, a newspaper publisher, in honor of his wife.

The John G. Green Scholarship was established by John G. Green, a newspaper publisher who received an honorary degree from Hamilton in 1958.

The Amos Delos Gridley Scholarship was established through a bequest from Amos Delos Gridley.

The Fay and Chester Hamilton Scholarship was established by Chester Hamilton, Class of 1944 and a former trustee of the College.

The David Douglas Hays Memorial Scholarship was established in memory of D. Douglas Hays, Class of 1925, by his wife, Helen I. Hays, and their children and friends.

The C.F. Hemenway and Frank Barbour Memorial Scholarship was established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway, Class of 1910.

The Major Andrew Hill Scholarship was established in memory of the donor's ancestor, a member of the Continental Army from 1775 to 1783.

The Robert G. Howard Scholarship was established by Robert G. Howard, Class of 1946 and a trustee of the College.

The Theodore S. Hubbard Scholarship was established by Theodore S. Hubbard.

The Peter C. Huber Scholarship was established by Peter C. Huber, a member of the Class of 1952 and a late trustee of the College.

The Stephanie Singleton and Lester C. Huested Scholarship was established by Stephanie Singleton Huested, wife of Lester C. Huested, Class of 1929, in honor of Dr. Huested, as well as Mrs. Huested's first husband, Harry H. Singleton.

The James Scholarship was established by D. Willis James.

The Samuel H. Jardin Scholarship was established by Samuel H. Jardin.

The Frode Jensen Scholarship was established by Camille Jensen in memory of her husband, Frode Jensen, a member of the Class of 1933, who came to this country as a boy from Denmark, worked his way through Hamilton and went on to a distinguished career as a physician in New York City.

The Thomas McNaughton Johnston Memorial Scholarship was established by the Class of 1952 on the occasion of its 40th Reunion in memory of Professor Johnston, who taught English at Hamilton from 1934 to 1972.

The David Clyde Jones Scholarship was established by Mrs. Hazel J. Deer in memory of her first husband, a member of the Class of 1910.

The Henry W. King Scholarship was established through a bequest from Aurelia B. King, in memory of her husband.

The Mary and William Klingensmith Scholarship was established by Dr. and Mrs. William Klingensmith, friends of the College.

The Knox Scholarship was established by John J. Knox.

The Robert William Kremer Memorial Scholarship was established by Mr. and Mrs. Paul W. Kremer, Class of 1959. It was established in memory of Mr. Kremer's brother.

The Raphael Lemkin Scholarship was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide.

The Herschel P. and Florence M. Lewis Scholarship was established in their memory by Dr. H. Paul Lewis, Class of 1956.

The George Link, Jr. Scholarship was established in his memory by the George Link, Jr. Foundation.

The James Monroe Lown Scholarship was established by Grace Merrill Magee in memory of her first husband, James M. Lown, Class of 1904.

The MacCartee Scholarship was established by Julia J. MacCartee, in memory of Dr. Henry Darling.

The Marquand Scholarship was established through a bequest from the Marquand Estate.

The Charles G. Matteson Memorial Scholarship was established by Charles G. Matteson.

The Reuben Leslie Maynard Scholarship was established through a bequest from Reuben Leslie Maynard.

The George D. Miller Scholarship was established through a bequest from George D. Miller, Class of 1889.

The Hasbrouck Bailey Miller '44 Scholarship was established by Elizabeth W. Miller in memory of her husband, Hasbrouck Bailey Miller, Class of 1944.

The Christopher Miner Scholarship was established by the Honorable Robert D. Miner, Class of 1934, in memory of his son, Christopher, Class of 1964.

The Arthur J. Mix Memorial Scholarship was established by the will of Katherine L. Mix in memory of her husband, Arthur J. Mix, Class of 1910.

The Harmon L. Morton Scholarship was established by Priscilla E. Morton in memory of her husband, Harmon L. Morton, Class of 1920.

The Daniel R. Murdock Scholarship was established by Daniel R. Murdock, Class of 1959.

The Erskine Reed Myer Scholarship was established through a bequest from Elizabeth Rendle Myer.

The Jessie Smith Noyes Foundation Scholarship was established by the Jessie Smith Noyes Foundation in memory of Alfred H. Smith, Class of 1932.

The Josephine H. and George E. Ogilvie Scholarship was established by the will of Josephine H. Ogilvie, widow of George E. Ogilvie, Class of 1941.

The James Oneil Scholarship was established by James Oneil, a friend of the College.

The Parsons Brothers Scholarship was established by Miss Katherine Parsons, Mrs. Charles Burlingame and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

The Ruth and Darwin Pickard Scholarship was established through a bequest from Darwin R. Pickard, Class of 1927.

The Pigott Family Scholarship was established by Mr. and Mrs. James C. Pigott and their son, Paul Pigott, Class of 1983.

The Robert Scott Ramsay, Jr. Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their son Robert, Class of 1959.

The Roderick McKay Ramsay Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their son Roderick, Class of 1961.

The Ethel M. and Harold Harper Reed Memorial Scholarship was established through a bequest from Mrs. Reed, wife of Harold H. Reed, Class of 1919.

The Oren Root Scholarship was established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

The Sacerdote Family Scholarship was established by Mr. and Mrs. Peter M. Sacerdote, parents of Alexander C. Sacerdote, Class of 1994.

The Alan P. Savory Memorial Scholarship was established by Mr. and Mrs. George L. Savory in memory of their son, Alan Savory, Class of 1955.

The Clara E. Silliman and Laura M. Silliman Scholarships were established by H. B. Silliman, in honor of his sisters.

The Jack Silverman Scholarship was established by Howard J. Schneider, M.D., Class of 1960 and a trustee of the College, and his wife Sandra, in honor of her father, Jack Silverman.

The Andrew and Ora Siuda Scholarship was established by Chester A. Siuda, Class of 1970, and his wife, Joy, in honor of Mr. Siuda's parents.

The James P. Soper Scholarship was established by James P. Soper, father of James P. Soper, Jr., Class of 1911.

The Kate Hill Soria Scholarship was established through a bequest from Kate Hill Soria, wife of Henry J. Soria, a textile executive.

The Edgar Eginton Stewart, Jr. Memorial Scholarship was established by Edgar Stewart, MD, in memory of his son.

The Ethel Brownell Stube Scholarship was established through a bequest from Charles F. Stube.

The Wilbur S. and Claire A. Tarbell Scholarship was established by Claire A. Tarbell in memory of her husband.

The Alexander Thompson Scholarship was established by Luranah Thompson in memory of her husband, the Rev. Alexander Thompson, Class of 1906.

The Charles Lafayette and Clare D. Todd Scholarship was established by Clare D. and Charles Lafayette Todd. Mr. Todd, a member of the Class of 1933, taught public speaking at Hamilton from 1959 to 1977, holding the title of Upson Professor of Rhetoric and Oratory during most of that time.

The Elbert J. Townsend Memorial Scholarship was established in memory of Elbert J. Townsend, Class of 1913.

The Marian Phelps Tyler Scholarship was established by M. Phelps Tyler, mother of K. Scott Douglass, Class of 1974.

The J. P. Underwood Scholarship was established by J. Platt Underwood, in honor of his grandfather, Class of 1838; his great uncle, Class of 1843; and his father, Class of 1870.

The William and Irma Van Deventer Memorial Scholarship was established by John F. Van Deventer, Class of 1932, in memory of his parents.

The Miles Hodsdon Vernon Foundation Scholarship, established by the Miles Hodsdon Vernon Foundation, is made available to the College annually.

The William D. Walcott Scholarship was established through a bequest from William D. Walcott.

The Henry Wales Scholarship was established by Wales Buel, in memory of his uncle, Class of 1820.

The Edward C. Walker III Scholarship was established by Edward C. Walker, Class of 1912.

The Milton J. Walters Scholarship was established by Milton J. Walters, Class of 1964 and a former trustee of the College.

The John Henry Wells Scholarship was established by John B. Wells, in memory of his son who died in 1865.

The Knut O. Westlye Memorial Scholarship was established by alumni and friends in memory of Knut O. Westlye, Class of 1946.

The Peter C. Wicks Memorial Scholarship was established by members of the Class of 1975 in memory of their classmate, Peter C. Wicks.

The Willard Memorial Scholarship was established by John K. Willard, Class of 1923, in memory of his father, C. Fay Willard, Class of 1892.

The Leroy Williams Scholarship was established through a bequest from Leroy Williams, Class of 1889.

The Merritt N. Willson Memorial Scholarship was established in memory of Merritt N. Willson by his daughters, S. Mabel Willson and Mrs. George A. Small, and by his grandson, Robert N. Small, Class of 1943.

The Linda Collens Wilson Scholarship was established by Robert Letchworth Wilson, Class of 1931, in memory of his wife.

The Jansen Woods Scholarship was established through a bequest from William Jansen Woods.

The Alexander Woollcott Memorial Scholarship was established from the proceeds of a concert held in New York City's Town Hall on March 5, 1973.

Special Scholarships

With few exceptions, special scholarships are awarded on the basis of financial need. In addition, the recipients of special scholarships must be part of a particular group of persons, such as members of the junior class, descendants of an individual, or from a particular geographic area.

Scholarships for Students from Specific Geographic Areas

Arizona

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (New York) Central High School and Prescott (Arizona) High School.

California

The William Deloss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, New York, and Pasadena, California.

Central Plains

The Ann and Russell McLean Scholarship was established in memory of Ann and C. Russell McLean, Class of 1943. The scholarship is awarded annually to entering Hamilton students demonstrating financial need and leadership capabilities, with first preference given to students from Minnesota.

Illinois

The Illinois Scholarship Foundation Fund was established by the Scholarship Fund Foundation of Chicago. The fund supports scholarships for students with need. Preference is given to students from Illinois, with first preference given to students from the greater Chicago area.

Mid-Atlantic and New England States

The Linda D. and Albert M. Hartig Scholarship, established by Albert M. Hartig, Class of 1942, and his wife, is awarded to a student from the Mid-Atlantic or New England states.

Middle Western States

The Pattie and Taylor Abernathy Scholarship was established by the will of Taylor S. Abernathy, Class of 1914. Preference is given to students from the Middle West.

Minnesota

The Ann and Russell McLean Scholarship was established in memory of Ann and C. Russell McLean, Class of 1943. The scholarship is awarded annually to entering Hamilton students demonstrating financial need and leadership capabilities, with first preference given to students from Minnesota.

New Jersey

The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California and Illinois.

New York

The Adirondack Area Scholarship is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren and Washington counties. Income from an endowment grant made to the College by Milton G. Tibbitts, Class of 1904, provides the funds.

The Alumni Association of Metropolitan New York Scholarship is offered to students who have attended schools in the New York City area.

The Arkell Hall Foundation Scholarship was established by the Arkell Hall Foundation. Preference is given to students from Canajoharie and the surrounding area.

The Charlotte Foster Babcock Memorial Scholarship was established by Edward S. Babcock, Class of 1896, in memory of his mother. Preference is given first to relatives of the donor; second to graduates of the public high schools in Boonville, Camden, Utica and West Winfield, New York; and finally to members of the Emerson Literary Society who have financial need.

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College Board of Trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as chairman and chief executive officer of the Bank of New York. The scholarship is awarded to students from South Carolina, Oklahoma, Texas, and Essex County, New York.

The Charles T. Beeching, Jr. Scholarship was established by the law firm of Bond, Schoeneck and King, L.L.P., to honor the memory of Charles T. Beeching, Jr., Class of 1952, who had a distinguished career with that firm from 1962 until 1998. The scholarship is awarded to students demonstrating financial need, with preference given to students from Central New York.

The John H. Behr Scholarship, established through a gift of Mr. Behr, Class of 1934, is awarded for up to four years, with preference given to students matriculating from the ABC program sponsored by the Clinton community.

The Robert S. Bloomer Scholarship was established by Robert S. Bloomer, Jr., Class of 1950, and his mother, Mrs. Robert S. Bloomer, Sr. It is awarded to students demonstrating financial need, with preference given to students from Newark High School in Newark, New York.

The William E. and Beatrice V. Bruyn Scholarship is awarded with preference given first to students from Ulster County, and then to students from other areas in New York State.

The Daniel Burke Scholarship is awarded with preference given first to a student from the public high school in Oxford, New York; second to a resident of Chenango County; and third to a resident of New York State.

The Christine C. Carey Memorial Scholarship was established by James J. Carey, Class of 1971, in memory of his wife, a long-time friend of the College. It is awarded with first preference given to students from Lansingburgh High School in Troy, New York. Second preference will be given to students from the surrounding New York counties of Rensselaer, Schenectady and Albany.

The Earle M. Clark Scholarship, established in memory of Mr. Clark, a member of the Class of 1907, is awarded to an outstanding student from New York State with an interest in public speaking, with preference given to a graduate of a public high school and a resident of Broome County. It is renewable each year, provided need continues to be demonstrated.

Community College Scholarships are awarded to students transferring or graduating from the community colleges in New York State. Only one scholarship per community college will be awarded. Applicants compete on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

The CORKS Scholarship, established by the Confrerie of Retired Kindred Spirits, an informal organization of retired Syracuse, New York, area businessmen, is awarded with preference given to students from the greater Syracuse area.

The Dewar Foundation Scholarship, established in 1990 by the Dewar Foundation, is awarded to students from Oneonta (New York) High School.

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (New York) Central High School and Prescott (Arizona) High School.

The George E. Dunham Scholarship, established by George E. Dunham, Class of 1879, is awarded to graduates of the Utica Senior Academy (now Proctor High School), Utica, New York.

The Lieutenant Willard B. Eddy, Jr. Memorial Scholarship, established by Mr. and Mrs. Willard B. Eddy in memory of their son, is awarded in certain years on a competitive basis to entering students who attended secondary school in Livingston, Monroe, Ontario, Orleans, Wayne and Yates counties, New York. The scholarship is awarded on the basis of academic achievement and character.

The Charles Melville Fay Scholarship, established by Charles P. Wood in memory of his wife's father, a member of the Class of 1862, is awarded with preference given to students from Steuben County or from the western part of New York State.

The Elizabeth R. Fitch Scholarship is awarded with preference given to graduates of the Westmoreland (New York) High School.

The Geneva Presbytery Scholarship is awarded with preference given to a student designated by the Geneva (New York) Presbytery.

The John Dayton Hamilton Scholarship, established by the Gebbie Foundation in honor of John D. Hamilton, Class of 1922, is awarded with preference given to students from Chautauqua County, New York.

The Henry W. Harding Memorial Scholarship, established by family and friends in memory of Henry Harding, Class of 1934, is awarded to a graduate of a public high school in Oneida County, New York.

The David Shove Hastings Scholarship, established by Mr. and Mrs. J. Murray Hastings in memory of their son, a member of the Class of 1944, is awarded in certain years on a competitive basis to entering students who attended secondary school in Cayuga, Cortland, Oswego and Seneca counties, New York.

The Charles Anthony Hawley Scholarship was established under the will of Anna H. Story in memory of Mr. Hawley, Class of 1859. It is awarded with preference given to graduates of schools of Seneca Falls, New York.

The William Randolph Hearst Scholarship, established by The Hearst Foundation, is awarded to economically disadvantaged students, with preference given to students from New York State.

The Maurice S. Ireland Memorial Scholarship, established under the will of Maurice S. Ireland, Class of 1926, is awarded with preference given to students from Norwich, New York.

The Honorable Irving M. Ives Scholarship was established by the Norwich Pharmacal Company in honor of Senator Ives, Class of 1919. It is awarded in certain years with preference given first to the son or daughter of an employee of the company, and second to a resident of Chenango County, New York.

The C. Christine Johnson HEOP/Scholars Fund, established in 2001 by C. Christine Johnson as well as by alumni, students and friends of Hamilton's Higher Education Opportunity/Scholars Program, upon the occasion of Christine's 30th anniversary with the program. Provides scholarship support to HEOP/Scholars Program students.

The Marcus Judson Scholarship may be awarded to a student nominated by the First Presbyterian Church of Watertown, New York.

The Augusta M. Loevenguth Memorial Scholarship is awarded with preference given first to a relative of the family, and second to a student from Camden in Oneida County, New York.

The Edward C. and Elizabeth S. Martin Memorial Scholarship, established by the will of Elizabeth Martin, widow of Edward Martin, Class of 1927, is awarded to deserving

students from Oneida County, New York, who have demonstrated outstanding academic achievement and athletic ability.

The Ralph A. and Altina G. Mead Scholarship, established by members of the family of Ralph A. and Altina G. Mead, is awarded to qualified and deserving students, with preference given to those from the Capital District of New York State.

The Carl B. and Cordelia S. Menges Scholarship, established by Carl B. Menges, Class of 1951 and a trustee of the College, and his wife, is awarded to first-year students who have demonstrated leadership, strong academic performance and future promise. It is restricted to students from Suffolk County, with preference given to those from the East Hampton, New York, area, and is renewable for the sophomore, junior and senior years.

The John R. Munro Scholarship, established by John R. Munro, Class of 1987, and members of his family, is awarded on the basis of need, with preference given to entering students from Jefferson County, New York, who exhibit a combination of academic, athletic and extracurricular promise.

The New York City Special Scholarship, established in 1990 by a challenge grant and by matching gifts from alumni and friends of the College, is awarded to students from the five boroughs of New York City.

The Howard W. Pearce Scholarship, established by Mrs. Howard Pearce and Frederick W. Pearce, Class of 1984, in memory of his father, is awarded to students from western New York State.

The Olive S. Quackenbush Scholarship was established through the bequest of Olive S. Quackenbush, a friend of the College. The scholarship is awarded to students from the greater Utica, New York, area who demonstrate financial need.

The Regan Family Scholarship, established in 2002 by R. Christopher '77 and his wife, Leslie Conway '79 Regan, and his brother, Peter M. '75 and his wife, Aviva Schneider, Kirkland '76, is awarded to students demonstrating financial need, with preference given to students from Upstate New York.

The Owen A. Roberts Scholarship was established in memory of Owen A. Roberts, Class of 1925, by his former student, Milton P. Kayle, Class of 1943. Mr. Roberts taught for many years at Utica Free Academy, and preference is given to graduates of that school or its successor institution.

The Romano Entrepreneurs Fund, established in 1999 by Utica businessman F. Eugene Romano, Class of 1949, in honor of his 50th reunion, provides scholarship support to Hamilton students from the Greater Utica/Mohawk Valley area who are interested in becoming entrepreneurs and in living and working in the Utica area after graduation.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, New York, and Pasadena, California.

The Andrew C. Scala Scholarship, established by Robert A. Scala, Class of 1953, in memory of his father, is awarded with preference given to a deserving student of Italian descent from upstate New York.

The Hans H. Schambach Scholarships, established by Hans H. Schambach, Class of 1943 and a life trustee of the College, are awarded to first-year students of outstanding personal and academic promise who are likely to make a significant contribution to the College and to benefit substantially from their undergraduate experience. Preference is given to applicants from the Clinton, New York, area.

The Arthur W. Soper Scholarship, established originally by A.C. Soper, Class of 1894, is awarded with preference given first to graduates of Rome (New York) Free Academy; second to students from the City of Rome or Oneida County; and finally to students from central New York.

The Southern Tier Scholarship is awarded to a student from the Binghamton or Elmira areas of New York who qualifies for financial aid. If there is no such eligible student, it may be used for any student who qualifies for financial aid.

The Grace Ione Spencer Memorial Scholarship, established by friends of this longtime teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area of New York. Preference is given to a student who is concentrating in a discipline within the humanities.

The Sylvester Willard Scholarship is awarded to a student residing in Auburn, New York.

The Dale P. Williams '49 Family Scholarship, was established by Dale P. Williams, Class of 1949, and his wife, Mary Lou, along with their children, Mitchell R. Williams, Class of 1978, and Suzanne Williams Vary, Class of 1982, and other family members and friends. Preference is given to students from Oneida, Herkimer and Lewis counties, New York.

The Jack and Lynda A. Withiam Scholarship, established by Jack Withiam, Jr., Class of 1971, and his wife, is awarded with preference given to graduates of Horseheads (New York) High School.

The Women's Christian Association of Utica Scholarship, established by the Association, provides awards to female students. Preference is given to residents of Oneida County, New York.

North Carolina
The Doris Hudson Hart Memorial Scholarship, established by Warren E. Hart, Class of 1977, in memory of his wife, is awarded to students from the state of North Carolina.

Ohio
The Paul Larnard King Scholarship, established by the will of Paul L. King, Class of 1915, is awarded with preference given first to residents of Trumbull County, Ohio; second to those of neighboring counties; and third to those of the state of Ohio.

The Tunnicliffe Scholarships are available first to students from northwestern Ohio, and second to any student who qualifies for financial aid.

Oklahoma
The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College Board of Trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as chairman and chief executive officer of the Bank of New York. The scholarship is awarded to students from South Carolina, Oklahoma, Texas, and Essex County, New York.

South Carolina
The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College Board of Trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as chairman and chief executive officer of the Bank of New York. The scholarship is awarded to students from South Carolina, Oklahoma, Texas, and Essex County, New York.

Texas
The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College Board of Trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as chairman and chief executive officer of the Bank of New York. The scholarship is awarded to students from South Carolina, Oklahoma, Texas, and Essex County, New York.

The Elizabeth J. McCormack Scholarships were established by a grant from the Brown Foundation in honor of Elizabeth J. McCormack, a life trustee of the College. They are awarded to students from Texas, with preference given to those from the Houston area.

The Harry Roger and Fern Van Marter Parsons Scholarship was established by Jeffrey R. Parsons, Class of 1969, in memory of his parents. Preference is given to students from the state of Texas.

Western States
The Kenneth W. Watters Scholarship, established by Kenneth W. Watters, Class of 1928, is awarded with preference given to students from the western part of the United States.

Wisconsin
The Robert B. Winkler Scholarship was established by Robert B. Winkler, Class of 1938, and is awarded to students from the state of Wisconsin.

International
Vivian B. Allen Foundation Scholarships, established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

The Russell T. Blackwood Scholarship was established by Jaime E. Yordán, a member of the Class of 1971 and a trustee of the College, in honor of Russell T. Blackwood, Hamilton's John Stewart Kennedy Professor of Philosophy, Emeritus. A complementary fund to The Arnold L. Raphel Memorial Scholarship for female students from Pakistan, this scholarship is awarded with preference to male students from that country.

The Bernard F. Combemale Scholarship was established by Bernard F. Combemale, Class of 1951 and a former trustee of the College, and is awarded to foreign students enrolled at the College.

The Charlotte Perrins Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a female student from the British Isles.

The Howard F. Comrie Scholarship, established by the will of Mr. Comrie, Class of 1922, is awarded with preference given to a male student from the British Isles.

The Howard and Charlotte Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a student of Greek nationality or origin who is a graduate of Athens College in Greece.

The Arthur Hunter Scholarship provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The Arnold L. Raphel Memorial Scholarship was established in memory of Ambassador Arnold L. Raphel, Class of 1964, by his family and friends. It is awarded with preference given to female students from Pakistan.

The Charles Van Arsdale, Jr. Scholarship was established in memory of Charles Van Arsdale, Jr., Class of 1972, by his family and friends. It is awarded to students from countries other than the United States or Canada, but when there are no such eligible students, it may be awarded without reference to the country of origin.

Other Special Scholarships
The George I. Alden Scholarship, established in 1989 by a grant from the George I. Alden Trust of Worcester, Massachusetts, is awarded to minority students.

The Alpha Delta Phi Fraternity Scholarship was established by the Hamilton College chapter of the Alpha Delta Phi fraternity. Preference is given to students who are members, or descendants of alumni who were members, of that fraternity.

The B.T. Babbitt Scholarship, established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde's father, is awarded to a student in the field of pre-medical education.

The Edward S. Babcock Scholarship is awarded with preference given to members of the Emerson Literary Society.

The Robert P. Bagg, Sr. '12 Scholarship was established by Dr. Richard C. Bagg, Class of 1944, in memory of his father, Robert P. Bagg, Sr., member of the Class of 1912, and a Trustee of the College. The scholarship is awarded with preference given to students who display leadership, creativity, and determination in the classroom and in extracurricular activities.

The Bates Family Scholarship Fund, established by Janet M. Bates in honor of her late husband, George P. Bates, Class of 1936, and his brother, John H. Bates, Class of 1936, who was killed in action during World War II, is awarded with preference given to Hamilton students in their junior and senior years who plan to pursue a career in medicine.

The James L. Bennett Scholarship is awarded to a sophomore who gives evidence of outstanding moral character.

The Seymour Bernstein Scholarship was established by Richard Bernstein, Class of 1980, in honor of his father, Seymour Bernstein. The scholarship is awarded with preference given to minority students studying chemistry or science.

The Leet Wilson Bissell Scholarship in Science, established by Leet W. Bissell, Class of 1914, and his daughter, Nancy Bissell Turpin, is awarded to an outstanding first-year student who intends to concentrate in a discipline within the sciences.

The Wayland P. Blood Scholarship, established by the Blood family in honor of Wayland P. Blood, Class of 1914, is awarded to a student with a broad range of interests both in and out of the classroom.

The William C. Bolenius Scholarships, established through the bequest of William C. Bolenius, Class of 1921, are awarded to entering students who have strong academic records and have demonstrated their proficiency in oral and written communication and their commitment to citizenship. The grants are renewable.

The Donald E. Burns Delta Kappa Epsilon Fraternity Scholarship was established by the Hamilton College chapter of the Delta Kappa Epsilon fraternity and will be used solely for students who are members, or descendants of alumni who were members, of that fraternity.

The Gertrude F. Bristol Scholarship is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College's extracurricular activities.

The Mac Bristol Scholarship, established in honor of William M. Bristol III, Class of 1943 and chairman of the board of trustees from 1977 to 1990, is awarded to that sophomore who is a strong student, an active participant in the classroom, a varsity athlete and who possesses high ideals and demonstrates community leadership.

The William M. Bristol, Jr. Scholarships, established through the bequest of William M. Bristol, Jr., Class of 1917, are awarded to entering students who have strong academic records and have demonstrated their proficiency in oral and written communication and their commitment to citizenship. The grants are renewable.

The Byne Scholarship was established by George A. Clark in memory of his sister, Harriet Emily Clark Byne. It is reserved for a candidate for the Presbyterian ministry to be designated by the pastor and the session of the First Presbyterian Church of Utica, New York, or by the College.

The Harlan F. Calkins Scholarship was established by the family and friends of Harlan F. Calkins, Class of 1929, and is awarded at the discretion of the Scholarship Committee to a student of outstanding character and leadership.

The Class of 1981 Roy Alexander Ellis Minority Scholarship was established on the occasion of the 10th Reunion of the Class. Named after a member of the Class of 1924, one of the first black graduates of the College, it is awarded to an entering minority student.

The Class of 1994 Scholarship was established by the Class of 1994 on the occasion of its Commencement. It is awarded to a rising senior, to be used for the purpose of reducing the indebtedness of the recipient.

The Earl C. Cline Scholarship, established by family members in memory of Earl C. Cline, Class of 1956, is awarded to students who demonstrate high moral values.

The John L. Coe Scholarship, established by John L. Coe, Class of 1923, is awarded to students who are doing superior work in mathematics.

The Robert F. Cook Scholarship Fund was established by Camberly G. Cook, Class of 1991, and Duncan S. Routh, Class of 1990, in honor of Ms. Cook's father. This scholarship provides support to students demonstrating financial need. Preference is given to first-generation college students.

The Crane Scholarship, established by Dr. A. Reynolds Crane, Class of 1929, and his wife, Harriet C. Crane, is awarded to students who, through employment, are making a substantial contribution toward their own educational expenses.

The Delta Upsilon Fraternity Scholarship was established by the Hamilton College chapter of the Delta Upsilon fraternity. Preference is given to students who are members, or to descendants of alumni who were members, of that fraternity.

The Edwin W. Dixon, Mary E. Dixon, Julia D. Comstock, Helen B. Comstock and Doane C. Comstock Scholarship was established by Doane Comstock, a member of the Class of 1927, and his wife Helen Brancati Comstock. It is awarded to students at Hamilton College who are U.S. citizens, and who have demonstrated outstanding scholastic ability as well as a need for financial assistance.

The Doremus Scholarship Fund, established by Dr. William Doremus, Class of 1942, is awarded with preference given to students displaying a high degree of integrity and honesty, and who contribute to the Hamilton community outside of the classroom.

The Ned Doyle Freshman Scholarship was established by Ned Doyle, Class of 1924. It is awarded annually to a first-year student. Among those with need, preference is given to a candidate who will contribute significantly to the College's athletic program.

The Charles Holland Duell Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The Peter W. Dykema Music Scholarship was established by Jack Dengler, Class of 1934, in memory of his wife's father, and is awarded to students who participate in the College's performing musical groups.

The Emerson Literary Society Scholarship was established at Hamilton College by the Emerson Literary Society. Preference is given to students who are members, or descendants of alumni who were members, of that society.

The George J. Finguerra-CIT Group Scholarship, established by the CIT Foundation in honor of George J. Finguerra, father of Dyan M. Finguerra, Class of 1992, is awarded with preference given to minority students.

The E. Root Fitch Scholarships were established by E. Root Fitch, Class of 1886, and are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character and salutary influence on the life of the College.

The Douw Henry Fonda Memorial Scholarship in Journalism established through a bequest from Jane Fonda Randolph in memory of her brother, Douw H. Fonda, Class of 1931, is awarded to students who have distinguished themselves as writers and who are considering a career in journalism.

The Qijia Fu '96 Memorial Scholarship was established in memory of Qijia Fu, Class of 1996, by his family and friends. It is awarded to students demonstrating financial need, with preference given to students who study physics; who are dedicated to the pursuit of truths in science; and who are modest, sincere and always ready to help others.

The Dr. Joe and Ann Gadbaw Family Scholarship was established by Dr. Joseph J. Gadbaw, Class of 1939. It is awarded to students demonstrating financial need, with preference given to those following a pre-medical course of study.

The Irene Heinz Given and John LaPorte Given Foundation Scholarships are reserved for students who are preparing for admission to medical school.

The Doris M. and Ralph E. Hansmann Scholarship, established by Betty and Malcolm Smith in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, and his wife Doris, is awarded to students who are disabled or visually- or hearing-impaired.

The Edith Hale Harkness Scholarship, established in memory of Edith Hale Harkness by Milton P. Kayle, Class of 1943 and a former trustee of the College, is awarded with preference given to students in the performing arts.

The Charles Harwood Memorial Fund Scholarship was established by Charles Harwood, Jr., in memory of his father, Charles Harwood, Class of 1902. It is awarded to students majoring in the Classical Languages, American History or English.

The Anthony and Lilas Hoogkamp Scholarship, established by Gregory T. Hoogkamp, Class of 1982, in honor of his parents, is awarded with preference given to a son or daughter of a New York State police officer.

The Huguenot Society Scholarship is available to a student whose ancestry meets the requirements of the Society and who satisfies the College's regular requirements for the receipt of financial aid.

The Clara B. Kennedy Scholarships, established by Karen A. and Kevin W. Kennedy, Class of 1970, in honor of Mr. Kennedy's mother, are awarded with preference given to entering minority students who show promise in terms of their ability to contribute to academic and campus life at Hamilton. The scholarships are renewable.

The Karen A. Kennedy, M.D. Scholarship, established in her honor by her husband, Kevin W. Kennedy, Class of 1970, is awarded with preference to students who intend to go to medical school and who show compassion for members of the Hamilton community.

The Edwin J. Kenney, Jr. Scholarship was established by Taggart D. Adams, Class of 1963 and a trustee of the College, in honor of Edwin J. Kenney, Jr., Class of 1963, Distinguished Teaching Professor of Humanities and chairman of the English Department at Colby College. It is awarded to a student who has shown an interest in teaching.

The Reid W. Kittell Scholarship was established by the family and friends of Reid Kittell, Class of 1988, in his memory. It is awarded to a well-rounded student who demonstrates sensitivity and thoughtfulness for others in the community.

The Leavenworth Scholarship, established by Elias W. Leavenworth in 1882, may be awarded only to students with the surname of Leavenworth.

The Helen B. Longshore Music Scholarship is awarded to deserving undergraduates with talent who contribute to the musical life of the College.

The Henry M. Love Scholarship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is at the College, may be awarded to a senior in the Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching or theology.

The William DeLoss Love Scholarship was established by William D. Love, Class of 1909, Mrs. William D. Scranton and others. Preference is given to descendants of William DeLoss Love, Class of 1843.

The William DeLoss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Annie L. MacKinnon Scholarship was established by Dr. Edward Fitch with the stipulation that preference be given to a student whose record shows ability and interest in mathematics.

The William and Ethel Marran Scholarship, established by Mr. and Mrs. William R. Marran, is awarded to a woman minority student in memory of Leah Webson, Class of 1986.

The Arturo Domenico Massolo Memorial Scholarship was established by Arthur J. Massolo, Class of 1964, and his wife, Karen, in memory of Mr. Massolo's grandfather. It is awarded with preference given first to a LINK student from Chicago; if there is no LINK student at Hamilton, it is awarded to an African-American student from Chicago; if there is no such student, it may be awarded to any other African-American student at the College.

*The John McNair Scholarshi*p, established by the will of Edna Thirkell Teetor in memory of her grandfather, Class of 1827, is reserved for students registered in the "3-2" engineering program.

The Morgan Family Fund was established by Susannah K'72 and James A. Morgan, Jr. '71. The income from this fund will be used to provide financial support (either through scholarships or tutorials) to students with learning challenges.

The Lance R. Odden Scholarship was established in honor of Lance R. Odden, headmaster of the Taft School in Watertown, Connecticut, by George F. Little II, Class of 1971. It is awarded to graduates of the Taft School who clearly demonstrated academic excellence and leadership capabilities while attending that institution.

The David B. Parker Memorial Scholarship was established in honor of David Bruce Parker, Class of 1975, and is awarded to a member of the junior class who has completed the first three years at Hamilton with distinction in the study of French and/or history. The recipient must have demonstrated promise for useful citizenship through his or her character, scholarly attitude, the respect accorded the individual by members of the faculty, standing among peers and contribution to the extracurricular life of the College.

The Robert E. Peach Memorial Scholarship, established by the family and friends of Mr. Peach, a member of the Class of 1941, is awarded to promising students who have displayed leadership, creativity and determination in the classroom and in extracurricular activities.

The Psi Upsilon Fraternity Scholarship was established by the Hamilton College chapter of the Psi Upsilon fraternity. Preference is given to students who are members, or descendants of alumni who were members, of that fraternity.

The Jules L. Rubinson Memorial Scholarship, established by Cecily G. and Richard M. Rubinson, Class of 1957, in memory of his father, is awarded to women and minority students who, at the end of their sophomore year, have been identified by the faculty as strong candidates for medical school and who are in need of scholarship assistance.

The Norman F. Ruhle Scholarship was established by Muriel Ruhle, wife of Norman F. Ruhle, Class of 1937, in Mr. Ruhle's memory and on the occasion of the 60th reunion of the Class of 1937. It is awarded with preference given to juniors or seniors who demonstrate superior academic records and outstanding character, and who are majoring in history, government, foreign affairs or related subjects.

The Charlotte Buttrick Sackett Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The Herbert and Nancy Salkin Scholarship provides funds for a student interested in both studio art and laboratory science.

The Hilde Surlemont Sanders Memorial Scholarship was established by Paul F. Sanders, L.H.D. (Hon.), 1958, in memory of his wife. Preference is given to disadvantaged minority students.

The Howard J. Schneider, M.D. Scholarship, established in honor of Howard J. Schneider, Class of 1960, is awarded to a student excelling in science who also has a participant interest in athletics at Hamilton.

The Christopher George Scott Scholarship, established by the Scott Family Foundation of Chicago, Illinois, in memory of Christopher G. Scott, Class of 1962, is awarded to a student with an outstanding academic record.

The September 11th Scholarship Fund at Hamilton College was established in 2001 by a lead gift from Hamilton Trustee Stephen I. Sadove '73, along with hundreds of gifts from alumni, parents and friends, to honor the memory of Sylvia San Pio Resta '95, Arthur J. Jones III '84 and Adam J. Lewis '87, Hamilton alumni who tragically lost their lives during the September 11, 2001 terrorists attacks on America. The scholarship is awarded based on financial need, in the following order of preference: first, to students who are direct descendants of those alumni listed above; second, to students who are direct descendants of any other victim of the September 11th attacks; third, to students who are the direct descendants of victims of future national calamities; fourth, to students who have lost a parent for any reason.

The Seventy-Five Year Class Scholarship, established by William DeLoss Love, Class of 1909, whose father was a member of the Class of 1876, is awarded first with preference given to any descendant of a member of the Hamilton Classes of 1874, '75 or '76; if to none of those to a student from the West Coast; and if not awarded to a student meeting either of those stipulations then at the discretion of the College.

The Margaret and Herman Sokol Scholarship was established by Margaret M. Sokol, a friend of the College, to honor the memory of her husband, Herman Sokol, who held a Ph.D. from New York University in Organic Chemistry and had a distinguished career with Bristol-Myers Squibb. The scholarship is awarded to students demonstrating financial need, with preference given to students studying chemistry.

The Schuyler B. Steere Scholarship was established for blood relations of the donor, Schuyler B. Steere, Class of 1851. If none appears, preference is given to candidates for the ministry.

The A. Waldron Stone Scholarship was established by William D. Stone, Class of 1961, in memory of his father, a member of the Class of 1919, and is awarded to juniors and seniors who are majoring in geology or English.

The William K.-M. Tennant Memorial Scholarship was established in memory of William K.-M. Tennant, Class of 1958, by his family and friends. It is awarded with preference given to talented students who contribute to the performing and visual arts at the College.

The Winton and Patricia Tolles Scholarship was established by family and friends to commemorate the 25 years of service provided by Dean Tolles, Class of 1928. It is awarded to first-year students who have demonstrated leadership qualities in secondary school and who are identified by the Admission Committee as unusually attractive candidates for matriculation. It is renewable for the sophomore, junior and senior year, depending upon student performance.

The Henry B. Watkins Scholarship was established by the Watkins family, including Robert R. Watkins, Class of 1879, Henry B. Watkins, Class of 1912, and Henry B.

Watkins III, Class of 1973. It is awarded to an entering student who has demonstrated outstanding academic achievement and athletic ability.

The Michael S. White Scholarship was established in his memory by friends of Michael S. White, Class of 1972. It is awarded in recognition of campus citizenship, school spirit, sensitivity to and positive influence on others, camaraderie and a sense of fun.

The Ashley McLean-Brown Wilberding Scholarship was established by Mr. and Mrs. Stephen Van C. Wilberding in honor of their daughter, Ashley Wilberding, Class of 1994. It is awarded to a student who has demonstrated interest in foreign languages and who has participated in women's athletics. Preference is given to a student who has made a significant contribution to women's ice hockey at Hamilton.

The Leroy Williams Scholarship, established by Leroy Williams, Class of 1889, is awarded with preference given to students intending to enter the Presbyterian ministry.

The Lawrence A. Wood Memorial Scholarship was established by Margaret Buoy Wood in memory of her husband, Lawrence A. Wood, a member of the Class of 1925. It is awarded with preference given to students studying physics.

The Kirkland Endowment
The following scholarships are for the support of women at Hamilton:

The Edward Johnson Dietz Memorial Scholarship was established by family and friends of Julia Grant Dietz in memory of her son, and provides scholarships with preference given to women from the Syracuse area.

The Dorothy Scott Evans Memorial Scholarship, established in her memory by her family and friends, is awarded to a woman matriculating under the Hamilton Horizons Program.

The William and Mary Lee Herbster Scholarship was established by Mr. and Mrs. William G. Herbster to provide scholarships for women attending Hamilton. Mr. Herbster, Class of 1955, is a former member of both the Hamilton and Kirkland boards of trustees.

The Lillia Babbitt Hyde Scholarship provides scholarships with preference given to women from the New York City area.

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Most prize scholars will, therefore, already be recipients of unfunded grants from the College. The intent of the award of a prize scholarship is to honor the recipient by substituting a named or designated scholarship for an unfunded grant.

Prize scholarships are awarded either in the fall or in the spring on Class and Charter Day.

The Benjamin Walworth Arnold Prize Scholarship, established by Mrs. Benjamin Walworth Arnold in memory of her husband, provides three prize scholarships. One is awarded annually to the holder of a regular scholarship in each of the sophomore, junior and senior classes who, in the preceding year, shall have made the best record in college coursework.

The Robert A. Bankert, Jr. Prize Scholarship was established in memory of Robert A. Bankert, Jr., Class of 1970, by his family and friends. Preference is given to a student who has participated in athletics and who, at the beginning of the junior year, has shown the greatest improvement in academic average.

The Dr. Philip I. Bowman Prize Scholarship was established by friends in honor of Dr. Bowman, a distinguished chemical engineer. It is awarded to a student who has a

deep interest in science (preferably chemistry), foreign languages and sports; who strives for perfection; and who has a high level of tolerance and empathy for others.

The Madeleine Wild Bristol Prize Scholarship in Music, established in memory of Madeleine Wild Bristol, is awarded to a rising sophomore, junior or senior music student who is an outstanding performer, composer, scholar or leader in music and who also actively participates in athletics.

The Coleman Burke Prize Scholarship, established by Coleman Burke, Class of 1934 and former chairman of the board of trustees, and his wife, Mary Poston Burke, is awarded to a sophomore who is an outstanding student and a varsity athlete. The recipient should also have demonstrated a capacity for campus leadership. The scholarship may be renewed for the junior and senior years.

The Carter Family Prize Scholarship was established by Diane Carter Maleson, mother of Gwendolyn Maleson, Class of 1993, in memory of her parents, Gerald and Camille Carter, and her sister and niece, Joan and Christine Scholes. It is awarded to a student who excels in the visual or performing arts, who is a talented writer and who maintains a minimum average of 85.

The Thomas E. Colby III Prize Scholarship in German, established by his family in memory of Thomas E. Colby, Class of 1942 and a professor of German at Hamilton from 1959 to 1983, is awarded to a student concentrating in German who has demonstrated superior scholarship in that discipline.

The Frank C. and Marion D. Colridge Prize Scholarship, established by Frank C. Colridge, Class of 1918, and his wife, Marion, provides a prize scholarship to a member of the junior class on the varsity track team who, by a vote of teammates, is selected as the individual possessing outstanding qualities of leadership and character.

The Curran Prize Scholarship, established by relatives of Colonel Henry H. Curran, Class of 1862, provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Classical Languages Department and who has achieved a distinguished record in those courses.

The Captain Gerald FitzGerald Dale Senior Scholarship is awarded to a senior who has completed the junior year with distinction in literature, language, music, science or social science; ranks in the top tenth of the class; and needs financial aid. In addition, the student must have demonstrated promise for useful citizenship by character, standing among fellow students and contribution to the extracurricular life of the College.

The Charles A. Dana Prize Scholarships are awarded to approximately ten students at the end of their first year in recognition of academic achievement, character and leadership. The prize scholarships continue through the senior year, provided the recipients continue to fulfill the requirements.

The Dirvin Family Prize Scholarship, established by Gerald V. Dirvin, Class of 1959 and a trustee of the College, and his wife, Polly, is awarded to one or more students who have completed the first year, who have demonstrated academic excellence and who have participated in athletics at Hamilton.

The Ned Doyle Prize Scholarships, established by Ned Doyle, Class of 1924, are awarded to an upcoming sophomore, junior and senior, each of whom has made significant contributions to the College's athletic program.

The Joseph Drown Prize Scholarship, established by the Joseph Drown Foundation and named in memory of Milton F. Fillius, Jr. '44, is awarded to a student completing the junior year who has been very successful academically, who has demonstrated outstanding leadership qualities while at Hamilton and who is likely to make a significant contribution to society in the future.

The Duell German Prize Scholarship, established by the Honorable Charles Holland Duell, Class of 1871, is awarded to a senior who has excelled in the study of German and who elects an advanced course in that subject during the senior year.

The Dr. Edward R. Fitch Prize Scholarships in Classical Languages, founded by E. Root Fitch, Class of 1886, are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of need, scholarship standing, character and salutary influence on the life of the College.

The Donald A. Hamilton Prize Scholarship, established by the family and friends of Mr. Hamilton, Class of 1924, is awarded to a junior who has displayed leadership, creativity and determination in the classroom and in extracurricular activities, and who has made exceptional academic improvement in the previous year.

The Ann Miller Harden Prize Scholarship was established in memory of Ann Miller Harden in 1993 by her husband and Hamilton College Trustee David E. Harden, Class of 1948. The prize scholarship is awarded to the outstanding woman painter at the end of her sophomore year. Additional special scholarships may also be awarded, upon recommendation of the Art Department faculty, to studio art students demonstrating exceptional promise.

The Randall J. Harris Prize Scholarship, created in memory of Randall J. Harris, Class of 1974, by his family and friends, is awarded to a junior concentrating in philosophy who has demonstrated superior scholarship in that discipline. Preference is given to a student expressing a desire to undertake graduate study in philosophy.

The L. David Hawley Prize Scholarship in Geology, established by alumni in honor of Professor Hawley, who taught geology at Hamilton for 25 years, is awarded to an outstanding junior who intends to go on to a career in geology. Consideration is also given to promise as a scientist, breadth of background in the sciences, general academic standing and financial need.

The Edward Huntington Memorial Mathematical Prize Scholarship, established by Alexander C. Soper, Class of 1867, is awarded to a senior who has excelled in mathematics and who elects a course in that discipline during the senior year.

The Grant Keehn Prize Scholarship, established by family and friends in memory of Grant Keehn, Class of 1921, a distinguished businessman and former chairman of the board of trustees, is awarded after the first year to one or two students who have demonstrated notably strong characteristics of leadership, and who are in good academic standing. Preference is given to minority students.

The Leonard E. and Sue J. Kingsley Prize Scholarship, established by Leonard E. Kingsley, Class of 1951 and a life trustee of the College, and his wife Sue, is awarded to members of the sophomore or junior class who have demonstrated the potential for both significant academic achievement and community leadership.

The Kirkland Alumnae Prize Scholarship, established by the Kirkland College Class of 1974 and supplemented by other Kirkland classes, is awarded to an upperclass woman who exemplifies the ideals of Kirkland women, specifically initiative, creativity and ingenuity, and who has the ability to achieve objectives through self-directed academic and nonacademic pursuits.

The Paul S. Langa Prize Scholarship, established by Paul S. Langa, Class of 1948, provides a prize scholarship to that Hamilton student who is judged to be the outstanding woman athlete from any of the four classes.

The Calvin Leslie Lewis Prize Scholarship in the Dramatic Arts was established by Elisabeth and Charles G. Mortimer, Jr., Class of 1949, in memory of Mr. Mortimer's grandfather, Calvin L. Lewis, Class of 1890 and the Upson Professor of Rhetoric and Oratory from 1908 to 1935. It is awarded to students, preferably juniors, who have demonstrated an interest and ability in oral communication in its broadest aspects and who have actively and successfully participated in programs in the dramatic arts.

The Willard Bostwick Marsh Prize Scholarships, established by Willard B. Marsh, Class of 1912, in memory of President Melancthon Woolsey Stryker, Class of 1872, are awarded to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

The Michael Maslyn '01 Memorial Prize Scholarship, established by the Class of 2001 through their Senior Class Gift in memory of their classmate Michael Maslyn, is awarded at the end of the junior year to that individual who demonstrates exceptional class spirit.

The Carl B. Menges Prize Scholarship in College Governance was established by Dr. John D. Phillips, Jr., a member of the Class of 1969, in honor of Hamilton Trustee Carl B. Menges, Class of 1951. This scholarship is awarded to a junior or senior who writes the best essay on any significant aspect of college governance, broadly defined to include academic, administration, admissions, alumni, building and grounds, endowment, finance, student life and trustee issues.

The Marcel Moraud Memorial Prize Scholarship, established by family and friends in memory of Professor Moraud, who taught French at Hamilton from 1951 to 1982, is awarded to the senior majoring in French and returning from the Junior Year in France Program who demonstrates academic excellence, strength of character and a sense of humor.

The Robert Leet Patterson Prize Scholarships in Philosophy, established by Robert Leet Patterson, Class of 1917, are awarded to sophomores and juniors who have excelled in the study of philosophy.

The Frank Humphrey Ristine Prize Scholarship was established by former students and other friends in memory of Frank H. Ristine, professor of English literature from 1912 to 1952, and is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid and campus citizenship.

The Oren Root, Jr. Prize Scholarships, established by friends of Professor Root, who taught mathematics at Hamilton from 1860 to 1862 and again from 1880 to 1907, are awarded to the two juniors who have the best records in mathematics during the first and second years and who continue that subject through the junior year.

The Jenny Rubin Memorial Prize Scholarship, established by friends in memory of Jennifer Lynn Rubin, Class of 1983, is awarded to that senior woman who has evinced interest in, and ongoing commitment to, helping others improve their lives.

The William John Schickler III Prize Scholarship, established by his family and friends in memory of William J. Schickler III, Class of 1982, is awarded to an upcoming junior who demonstrates good academic performance, financial need, enthusiasm for life and is a dedicated participant in extracurricular activities.

The Arthur W. Soper Prize Scholarship in Latin, established by Arthur W. Soper, M.A. (Hon.), 1893, is awarded to a senior who has excelled in Latin and who elects a course in the discipline during the senior year.

The Chauncey S. Truax Prize Scholarship in Greek is awarded to the senior who has stood highest in the study of Greek for the first three years with an average grade of no less than 85. Preference is given to candidates who entered Hamilton as first-year students with credit in Greek.

The Vrooman Prize Scholarship, established through the generosity of John W. Vrooman, is awarded to a first-year student who has achieved academic excellence, has need for scholarship aid and who has enrolled for at least one course in the Classics Department.

The Frederick Reese Wagner Prize Scholarship in English, established by former students and others in honor of Professor Wagner, who taught English at Hamilton from 1969 to 1995, is awarded for excellence in the study of literature in English.

The Sam Welsch Memorial Prize Scholarship in Computer Science, established in memory of Sam Welsch by Jason Fischbach, Class of 1994, and his parents, is awarded to a student

who excels in and shows enthusiasm for the study of computer science. The award is not limited to computer science concentrators.

The Sidney Wertimer, Jr. Prize Scholarships in Economics, established by John Phillips, Jr., Class of 1969, and John Phillips, Sr., in honor of Sidney Wertimer, Jr., are awarded to three juniors who have excelled in the study of economics.

The Lawrence K. Yourtee Prize Scholarship, established by friends and former students in honor of Professor Yourtee, who taught chemistry at Hamilton from 1948 to 1982, is awarded to the student who has shown the greatest improvement in general chemistry in the first year.

Fellowships

Fellowships are awarded to graduating seniors to assist them in furthering their education.

The Manley F. Allbright Fellowship, established by Mrs. Manley F. Allbright in memory of her husband, a member of the Class of 1903, provides funds for the first year of graduate study in a divinity school.

The Samuel F. Babbitt Kirkland College Fellowship, named in honor of the first and only president of Kirkland College, is awarded to the female graduate who best exemplifies the spirit of individual learning that was associated with Kirkland College, to assist her in meeting the expenses of pursuing an advanced degree.

The Bristol Fellowship began in 1996 as part of a gift to Hamilton College by William M. Bristol, Jr., Class of 1917. Created by his family, it is designed to encourage Hamilton students to experience the richness of the world by living outside the United States while pursuing a project of deep personal interest.

The James H. Glass Fellowship, established by Dr. James H. Glass, M.A. (Hon.), 1912, is granted for two years of graduate study in biology to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in biology.

Hamilton College Fellowship at Vanderbilt Law School, established by the Stephen J. Weaver Foundation and by James W. Coupe, Class of 1971, provides fellowships to Hamilton graduates who matriculate at Vanderbilt University Law School. Preference will be given to first-year law students. Recipients may be reappointed for subsequent years.

The George Watson's College, Edinburgh, Scotland, Teaching Assistantship was established as an exchange between George Watson's and Hamilton to provide a recent graduate with a comprehensive teaching opportunity.

Hamilton Fellow at George Watson's College, Edinburgh, Scotland, serves an internship in teaching, extracurricular activities and dormitory counseling.

The Franklin D. Locke Fellowship was established under a provision of the Chauncey S. Truax Prize and provides an award for graduate study in Greek.

The Henry M. Love Fellowship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is at the College, may be awarded to a senior in the Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching or theology.

The Elihu Root Fellowships, established in 1894 by Elihu Root, Class of 1864, are granted to members of the senior class who have shown high achievement and special aptitude for research in one or more of the departments of science and who plan to pursue graduate study in science.

The Judge John Wells Fellowship, established under a provision of the Glass endowment, provides a stipend for graduate work in the general areas of government and political science to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in political science.

Internships

Internships are awarded to support student research projects during the academic year or over the summer.

The Bristol-Myers Squibb Fellowship Program, made possible through grants from the Bristol-Myers Squibb Foundation, provides support for students engaged in summer research projects.

The Casstevens Family Fund was established by Mr. and Mrs. O.L. Casstevens, parents of Martin '80 and Michael '91, to support students working on special research projects.

The General Electric Fellowship Program for Minority Science Student Research, made possible through a grant from the General Electric Foundation, provides support for minority students conducting scientific research during the summer.

The Ralph E. Hansmann Science Students Support Fund, established in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, provides support for science students conducting research during the academic year or over the summer.

The Howard Hughes Science Students Research Program, made possible through a grant from the Howard Hughes Medical Institute, provides support for undergraduate science students pursuing independent summer research projects.

The Don Potter Endowment in Geology, established by friends and former students of Donald B. Potter in recognition of his 34 years as a teacher of geology at Hamilton, provides support for undergraduates pursuing geological field research. Preference is given to summer field research projects.

The Steven Daniel Smallen Memorial Fund for Student Creativity, established by Ann and David Smallen in memory of their son Steven, encourages student creativity by providing funds for projects displaying some, or all, of the characteristics of originality, expressiveness and imagination.

The Sergei S. Zlinkoff Student Medical Research Fund, established by the Sergei S. Zlinkoff Fund for Medical Education, provides research support for pre-medical students or for students engaged in research related to the field of medicine.

Prizes

Most prizes are given for academic achievement, either in general coursework, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the College community or personal character. Prizes are awarded in the fall, in the spring on Class and Charter Day, and at Commencement. In all cases, prize committees reserve the right not to award a prize in any given year should there be no candidate or no candidate's entry of sufficient merit.

Achievement Prizes

The Babcock Prize in Philosophy and Pedagogy, established by Edward S. Babcock, Class of 1896, is awarded to a senior who has excelled "in philosophy, and particularly in the science of pedagogy."

The Edwin Barrett Prize, established by alumni in honor of Professor Barrett, who taught English and theatre at Hamilton from 1950 to 1987, is awarded to a student who, at the end of the sophomore year, has made a significant contribution to the College's theatre program.

The James L. Bennett Prize, established by Emma M. Bennett Elsing in memory of James L. Bennett, Class of 1871, is awarded to a senior who has completed the junior year with distinction.

The Emily and Alfred Bohn Prize in Studio Art, established by Harold C. Bohn, Class of 1926, in memory of his parents, is awarded to a junior or senior who demonstrates significant progress in studio art.

The Harold C. Bohn Prize in Anthropology was established by Harold C. Bohn, Class of 1926, and is awarded to a student who has excelled in the study of anthropology.

The Brockway Prize, established by A. Norton Brockway, Class of 1857, is awarded to that member of the first-year class who has the best academic record.

The Frederick Edmund Alexis Bush Award is awarded each year to a member of the Student Assembly who is a great leader, a devoted representative to his/her class, and a hardworker—an individual who follows through and ensures greatness.

The G. Harvey Cameron Memorial Prize, established by family, friends and former students to honor the memory of Professor Cameron, who taught physics at Hamilton from 1932 to 1972, is awarded to that first-year student or sophomore who shows the most promise in experimental physics.

The Nelson Clark Dale, Jr. Prize in Music was established in memory of Captain Nelson Clark Dale, Jr., USMC, Class of 1942, by his parents, and is awarded to a student who has shown exceptional ability in music as a composer, interpreter or leader, or who has contributed most to the musical life of the College.

The Darling Prize in American History, established by Charles W. Darling, Class of 1892, and supplemented by a friend of the College, is awarded to the senior having the most distinguished record in at least four courses in American history.

The Donald J. Denney Prize in Physical Chemistry, established by friends and former students in honor of Donald J. Denney, who taught chemistry at Hamilton from 1957 to 1986, is awarded annually to a student who excels in physical chemistry.

The Hadley S. DePuy Campus Service Awards are given each year to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service. Individual awards consist of a plaque, with the student's name inscribed thereon.

The Arthur O. Eve Prize is awarded annually to the graduating senior in the Higher Education Opportunity Program/College Scholars Program who best exemplifies academic achievement and community service.

The Dr. Edward Fitch Prize in Greek, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one year of Greek, has maintained the best record in that subject. To be eligible for the award, the appointee must elect Greek in the following year.

The Dr. Edward Fitch Prize in Latin, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one of two years of Latin, has maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

The Gélas Memorial Prize, established in 1955 by a group of alumni to honor the memory of Jean-Marius Gélas, fencing coach and professor of physical education from 1921 to 1946, is awarded to the senior who has shown the greatest development in strength of character, leadership and athletic ability while at Hamilton.

The Michael T. Genco, Jr. Prize in Photography, established by family and friends of Michael T. Genco, Jr., Class of 1985, is awarded to that student who, in the opinion of the appropriate faculty members of the Art Department, has submitted the most outstanding work to the Genco Photographic Contest and who has shown an unusual interest in photography.

The Francis W. Gilbert Prize was established by the Class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953. It provides a cash award to that sophomore who, in the opinion of the dean of students, has shown the greatest scholastic improvement in the spring term of the first year.

The William Gillespie Prize in Art, established in memory of William J. Gillespie, Class of 1962, is awarded to a concentrator in art who excels in that subject.

The Adam Gordon Campus Service Awards, established in 1978 in memory of Adam Gordon, Class of 1980, provide cash prizes to be awarded annually to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service.

The Edgar Baldwin Graves Prize in History, established by his former student, David M. Ellis, Class of 1938, is awarded to a senior who excels in the study of history.

The David J. Gray Prize in Sociology is awarded to the outstanding senior concentrator in in honor and memory of Professor Gray.

The Mary McMaster Hallock Prize in Science was established by Andrew C. Hallock, Class of 1938, in memory of his wife. It is awarded to a senior who has been admitted to medical school and who, in the judgment of the Health Professions Advisory Committee, has demonstrated excellence in coursework in science.

The Hamilton College Book Award in Russian is given to a student who has excelled in the study of Russian.

The Franklin G. Hamlin Prize in French, established by former students in honor of Professor Hamlin, who taught French at Hamilton from 1949 to 1980, is awarded to a senior who has excelled in French and plans to continue its study, or the study of a related field, in graduate school.

The Charles J. Hasbrouck Prize in Art History, established by Mr. and Mrs. Kenneth E. Hasbrouck, Sr., in memory of their son, Charles J. Hasbrouck, Class of 1974, is awarded to a senior who has excelled in the study of art history.

The Hawley Prizes in Greek and Latin, established by Martin Hawley, Class of 1851, are awarded for excellence in Greek and Latin. Equal in value, the prizes take the form of books and are selected by the winners each year.

The Holbrook Prize in Biology, established by David A. Holbrook, Class of 1844, is awarded to the senior having the best record in six courses in biology.

The Constantine Karamanlis Prize in World Politics was established by Constantine Karamanlis, Class of 1998, and his family. The prize honors the memory of Mr. Karamanlis' uncle, the former President of Greece, Constantine Karamanlis. The prize is awarded to the outstanding senior concentrator in world politics.

The Kirkland Prize, established by Abigail R. Kirkland, is awarded to a student who excels in mathematics.

The Kneeland Prize, established by the Rev. Martin Dwelle Kneeland, Class of 1869, is awarded to the student who has the best record when the grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

The Edwin B. Lee, Jr. Prize in Asian History/Asian Studies, established by Alan H. Silverman, Class of 1976, in honor of Professor Lee, who taught history at Hamilton from 1958 to 1987, is awarded to a senior who has excelled in the study of Asian history or in Asian studies.

The Leo Mackta Prize in Physics, established in honor of Dr. Leo Mackta by his daughter, Betsy Mackta Scott, Kirkland College Class of 1972, and her husband, Thomas J. Scott, Jr., is awarded to a student who excels in applied physics.

The Jonathan Marder Prize, established by Mr. and Mrs. Marder in memory of their son, a member of the Class of 1976, is awarded to a senior who excels in the study of psychology.

The Thomas E. Meehan Prize in Creative Writing, established by Thomas E. Meehan, Class of 1951, is awarded to two juniors who have distinguished themselves in creative writing.

The James Soper Merrill Prize, established in memory of James Soper Merrill by his cousin, James P. Soper, Class of 1911, is awarded at Commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." Selected by the faculty, the recipient is presented with a gold watch.

The J. Barney Moore Prize in Art, established by the Class of 1982 in memory of J. Barney Moore, is awarded to a senior who excels in studio art.

The George Lyman Nesbitt Prizes were established by friends of Professor Nesbitt, valedictorian of the Class of 1924, who taught English at Hamilton from 1924 to 1926 and from 1930 to 1973, and are awarded to the valedictorian and the salutatorian.

The Norton Prize, established by Thomas Herbert Norton, Class of 1873, is awarded to the undergraduate who has demonstrated the greatest capacity for research in chemistry.

The Payne Hills Prize, established in 1982 by the Maynard family, is a Brunton pocket transit awarded annually to a member of the junior class excelling in geology field work.

The Phi Beta Kappa Book Prizes were established by an alumnus and his wife to recognize and to encourage students who have completed their first year at Hamilton and are likely to become eventual candidates for election to Phi Beta Kappa. The prizes are awarded to the 10 students who have the highest grade point averages at the conclusion of their first year of study.

The Walter Pilkington Memorial Prize, established by a friend of the College, is awarded to a student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

The Prizes for Excellence in Chinese Language and Literature were established by Hong Gang Jin and De Bao Xu, both of whom are professors in the East Asian Languages and Literature Program at Hamilton. Two prizes are awarded each year: one for excellence at the introductory level of study, and one for excellence at the advanced level.

The Public Policy Prize, established by a friend of the College, is awarded to the senior with the best record in the Public Policy Program and in the Public Policy Seminar.

The Putnam Prize in American History was established by a gift from Dr. Frederick W. Putnam of Binghamton, New York, and was supplemented by a friend of the College. The gift provides a prize of books for the senior having the second-most distinguished record in at least four courses in American history.

The Renwick Prize in Biology, founded by Edward A. Renwick, is awarded to a member of the senior or junior class appointed by the faculty and provides a scholarship for the study of biology during the summer vacation.

The Jack B. Riffle Awards for Senior Athletes were established by alumni and friends of Jack B. Riffle, Class of 1950 and a trustee of the College from 1979 to 1986. They are awarded to an outstanding male and an outstanding female athlete in the senior class who, in the judgment of the director of athletics, also demonstrate the highest ideals of competitive sports.

The Rogers Prize in Geology, established by E. Albert Rogers, Class of 1898, is awarded to a senior majoring in geology and excelling in the courses in that concentration.

The Alfred J. and A. Barrett Seaman Prizes in Interdisciplinary Writing were established in 2001 by A. Barrett Seaman, Class of 1967 and a Trustee of the College, and by his father, Alfred J. Seaman, Jr. Recipients must be Sophomore Seminar students who demonstrate excellence in writing, richness and clarity of interdisciplinary thinking, and the ability to effectively communicate to a wide audience.

The Senior Prize in Biochemistry/Molecular Biology is awarded to the outstanding concentrator in biochemistry/molecular biology.

The Senior Prize in Comparative Literature is awarded to the outstanding senior concentrator in comparative literature.

The Senior Prize in Dance is awarded to the outstanding senior concentrator in dance.

The Senior Prize in Government is awarded to the outstanding senior concentrator in government.

The Senior Prize in Neuroscience is awarded to the outstanding senior concentrator in neuroscience.

The Senior Prize in Theatre is awarded to the outstanding senior concentrator in theatre.

The B.F. Skinner Prize, established in honor of B.F. Skinner, Class of 1926, is awarded to a senior who excels in psychological research.

The H. Samuel Slater Prize in Romance Languages, established in memory of his father-in-law, H. Samuel Slater, by Milton P. Kayle, Class of 1943 and a former trustee of the College, is awarded to a student who, at the end of the sophomore year, has excelled in the study of a romance language.

The Rusty Smith Memorial Teaching Prize in Computer Science, established in memory of Russell G. Smith III, Class of 1995, is awarded to that concentrator selected as being most committed to helping other students of computer science through shared learning. The recipient receives the designation of head departmental teaching assistant.

The Southworth Prize in Physics, established by Tertius D. Southworth, Class of 1827, is awarded to a senior who excels in physics.

The Squires Prize in Philosophy, established by Byron B. Taggart, Class of 1896, in honor of William Harder Squires, Class of 1888, is awarded annually to the senior who has the highest grade when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

The Tarbell Book Prize in Organic Chemistry is awarded to that student who has just completed organic chemistry with distinction, demonstrated high aptitude for the subject matter and evinced strong interest in organic chemistry.

The Tompkins Prize in Mathematics, established by Hamilton B. Tompkins, Class of 1865, is awarded to two juniors who excel in mathematics. The award is made upon the basis of an examination near the close of the junior year, involving three years of work in mathematics.

The Underwood Prize in Chemistry was established as a fund by George Underwood, Class of 1838, increased by J. Platt Underwood, Class of 1870, and is awarded to a senior who excels in chemistry.

The John Lovell Watters Prize, established in memory of John L. Watters, Class of 1962, is awarded to a graduating senior who has demonstrated excellence in French and who has made significant contributions to the intercollegiate athletic program.

The Michael S. White Prize was established in memory of Michael S. White, Class of 1972, by Mr. and Mrs. John F. White, his parents. The prize is awarded to two graduating seniors—one each from both the men's and women's ice hockey teams—in recognition of team spirit, leadership and integrity.

The Karen Williams Theatre Prize, established in memory of Karen L. Williams, Class of 1988, is awarded to a member of the junior class who is majoring in theatre and who has demonstrated a generosity of spirit and commitment to theatre activities at Hamilton.

The Winchell Prize in Greek, established by Walter B. Winchell, Class of 1880, is awarded annually to the student who, beginning Greek in college, has the best record in six courses in this language.

The Winslow Prize in Greek, established by William Copley Winslow, Class of 1862, is awarded to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

The Winslow Prize in Latin, established by William Copley Winslow, Class of 1862, is awarded to the member of the first-year class attaining the greatest proficiency in Latin for the year.

The Winslow Prize in Romance Languages, established by William Copley Winslow, Class of 1862, is awarded to the member of the junior class attaining the greatest proficiency in romance languages while in college.

The Wyld Prize in German, established by Lionel D. Wyld, Class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., is awarded to a junior or senior for excellence in German as evidenced by coursework and an essay.

Public Speaking Prizes

The Clark Prize, established by Aaron Clark, and increased by Henry A. Clark, Class of 1838, is awarded to that senior who is adjudged to be the best speaker in the annual Clark Oratorical Contest.

The McKinney Speaking Prizes, established by Charles McKinney, are awarded to the three students, one in each of the three lower classes, who have been determined the best speakers in competition.

The Earl H. Wright Prize for Distinction in Advocacy, established in memory of Earl H. Wright by his son, Warren E. Wright, is awarded to that student who shows the most promise in spoken forensic argument or who has shown the most improvement in public speaking.

The Warren E. Wright Prize in Public Speaking, established by Robert S. Ludwig, Class of 1972, in honor of Warren E. Wright, the Upson Professor of Rhetoric and Oratory from 1977 to 1993, is awarded to that student who is determined to be the best speaker in the annual Wright Prize competition.

Writing Prizes

The Academy of American Poets Prize is awarded each year by the Academy of American Poets, based upon the results of competition involving ten selected colleges.

The Dean Alfange Essay Prizes, established by Dean Alfange, Class of 1922, are awarded to the students who write the best and second-best essays on a feature or an issue of American constitutional government.

The Cobb Essay Prize, established by Willard A. Cobb, Class of 1864, is awarded to the student submitting the best essay on journalism.

The Cunningham Essay Prize, established by John Howard Cunningham, Class of 1866, is awarded to the senior submitting the best essay on some phase of the life of Abraham Lincoln.

The Adam Gordon Poetry Prize for First-Year Students, established in memory of Adam Gordon, Class of 1980, is awarded for the best poem submitted by a member of the first-year class.

The Head Essay Prize, established by Franklin H. Head, Class of 1856, is awarded for the best senior essay upon a theme relating to Alexander Hamilton.

The Hutton Essay Prize, established by the Rev. William Hutton, Class of 1864, is awarded to the sophomore submitting the best essay on an assigned subject in history, translations or literature of the Bible.

The Wallace Bradley Johnson Prize, established by alumni of the College in honor of Wallace B. Johnson, Class of 1915, is awarded to that student who writes the best one-act play produced at the College.

The Thomas McNaughton Johnston Prize in English, established by friends and former students in honor of Professor Johnston, who taught English at Hamilton from 1934 to 1972, is awarded to the student writing the most elegant essay submitted to the English Department during the year.

The Kellogg Essay Prizes, established by Charles C. Kellogg, Class of 1849, are awarded to a junior, sophomore and first-year student, each of whom has excelled in English essays.

The Kirkland Endowment Essay Prize in Interdisciplinary Studies, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on interdisciplinary studies.

The Raphael Lemkin Essay Prize was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide. It is awarded to the student writing the best essay on a topic related to Mr. Lemkin's concerns and reflecting his ideals.

The Dwight N. Lindley Prize, established in honor of Dwight N. Lindley, Class of 1942 and a professor of English at Hamilton from 1952 to 1986, provides an award for the best essay written during the academic year in English 150 or an entry-level course in English-language literature.

The Jeffrey Mass Prize in Japanese History, established in 2002 by Rosa W. Mass, in honor of her husband, Class of 1962, is awarded to the student writing the best essay on the subject of Japanese history.

The Pruyn Essay Prize, made possible by a fund set up in 1863 by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, is awarded to the senior or junior writing the best essay on "The Duties of Educated Young Citizens."

The William Rosenfeld Chapbook Prize in Creative Writing was established in honor of William Rosenfeld, a member of the faculty from 1969 to 1995, who directed the programs in creative writing at both Kirkland and Hamilton colleges. Awarded annually to a graduating senior whose portfolio of poetry, prose fiction or drama is selected by faculty members in the Department of English, the Prize provides for the publication of a chapbook of the student's creative writing.

The Alfred J. and A. Barrett Seaman Prizes in Interdisciplinary Writing were established by A. Barrett Seaman, Class of 1967 and a trustee of the College, and by his father, Alfred J. Seaman, Jr. Recipients must be Sophomore Seminar students who demonstrate excellence in writing, richness and clarity of interdisciplinary thinking, with the ability to effectively communicate to a wide audience.

The Soper Essay and Research Prizes, established by Arthur W. Soper, Class of 1893, are awarded for the best essay on a topic in economics assigned by the faculty and for the best research paper in economics. The competition is open to all seniors who are taking a second- or third-year course in economics.

The Rose B. Tager Prize is awarded to the student writing the best short story.

The Todd Prize in Rhetoric and Mass Media, established by Charles Lafayette Todd, Class of 1933 and the Upson Professor of Rhetoric and Oratory from 1960 to 1977, is awarded to the student who writes the best essay on the influence of the electronic media on political discourse and advocacy that shape public attitudes and behavior.

The George A. Watrous Literary Prizes, established by Mrs. Edgar W. Couper in memory of her father, who was an English teacher and scholar, are awarded in poetry, fiction and criticism, with an additional prize for the winner whose work is considered to be the most promising.

The John V.A. Weaver Prize in Poetry was established by Peggy Wood in memory of her husband and is awarded for excellence in a poem or poems submitted for consideration.

The Sydna Stern Weiss Essay Prize in Women's Studies, established by the Kirkland Endowment Advisory Committee and named in memory of Sydna Stern Weiss, who taught German at Hamilton from 1974 to 1991, is awarded to the student who writes the best essay in women's studies.

Federal and State Assistance Programs

Federal Awards

All federal assistance programs are constantly under review. The statements below were accurate as of June 2000, but subsequent legislation may have altered some of the programs. Please contact the Office of Financial Aid if you have any questions.

A candidate's eligibility for the following federal aid programs is based on a formula developed by the Congress of the United States and referred to as the Federal Methodology. The College may amend FM results in the awarding of institutional funds.

Federal Pell Grants

The former Basic Educational Opportunity Grant Program was renamed in 1980 after Senator Claiborne Pell in honor of his efforts to help establish the program. Grants for full-time study currently range between $400 and $4,000. Grant amounts may be adjusted annually to reflect amounts authorized and appropriated by the federal government.

The amount of an individual's award is determined by the Office of Financial Aid based on the results of a candidate's Free Application for Federal Student Aid (FAFSA).

In order to continue receiving awards, a student must make satisfactory academic progress, and must not owe any refunds to the Federal Pell Grant or other federal student aid programs or be in default on repayment of any student loan.

Federal Supplemental Educational Opportunity Grants (FSEOG)

Supplemental grants range between $100 and $4,000 annually and are awarded to students who demonstrate need, with preference given to recipients of Federal Pell Grants. The College's annual federal allocation of FSEOG funds is adequate to make only about 80 awards. Candidates who demonstrate need continue to be eligible for FSEOG assistance during the period required for the completion of the first undergraduate baccalaureate course of study.

Federal Perkins Loans

All candidates who apply for assistance are considered for Federal Perkins Loans. The number of Perkins Loans awarded annually may vary, depending upon repayments received by Hamilton from past borrowers, as well as federal appropriations. Aggregate maximum Federal Perkins Loan debt is $20,000 through completion of the baccalaureate degree, but not more than $4,000 in any one year. The current interest rate on Federal Perkins Loans is 5 percent on the unpaid balance. Repayment normally begins after graduation. Deferments are possible for several reasons, including military service and work in the Peace Corps or VISTA.

Federal Family Education Loan Program

The Higher Education Amendments of 1992 extended borrowing opportunities to all families, regardless of income or need. Students are eligible to borrow through the Federal Stafford Loan Program, and parents may borrow through a program called Federal Parent Loans for Undergraduate Students (PLUS). Interest subsidy for Federal Stafford Loans, however, is restricted to those borrowers who demonstrate eligibility as based on the Federal Methodology. All student borrowers must file the Free Application for Federal Student Aid (FAFSA) in order to receive Federal Stafford Loan funds. The combined Federal Stafford, PLUS loan and other student aid cannot exceed the cost of attendance. Federal Family Loans are available only to United States citizens or to noncitizens who have permanent resident status. Lending institutions such as banks and credit unions provide funds for both the Federal Stafford and Federal PLUS loans. Hamilton recommends certain lenders for their excellent service and the Office of Financial Aid may be contacted for the names of these lenders.

Robert T. Stafford Federal Student Loan Program
Loans of up to $2,625 for first year, $3,500 for second year, and $5,500 for third- and fourth-year students are available for study at Hamilton through the Federal Stafford Loan Program. Maximum dependent undergraduate indebtedness cannot exceed $23,000. The average indebtedness at Hamilton is much less than the statutory maximum. The interest rate on Federal Stafford Loans is established at the time the first loan is made. The rate for those who borrowed for the first time on or after July 1, 1994, is variable, but cannot exceed 8.25 percent.

Even though the statutory maximum may be borrowed, interest subsidy is available only on that portion for which the borrower has demonstrated need. It is necessary, therefore, for all applicants to file the Free Application for Federal Student Aid (FAFSA). An origination fee of up to 4 percent may be deducted from all loans at the time of disbursal.

Federal PLUS Loans
Federal Parent Loans for Undergraduate Students are available only to creditworthy borrowers who seek assistance in meeting expected family contributions. There is no current maximum loan except that the amount borrowed cannot exceed the cost of education, less other financial assistance received by the student.

The interest rate for a Federal PLUS is variable, but cannot exceed 9 percent. Variable interest rates are set each June. Lenders are charged with the responsibility of notifying borrowers of interest rate changes.

An origination fee of up to 4 percent may be deducted from all loans at the time of disbursal. Federal PLUS borrowers are generally expected to begin repayment within 60 days after the final loan disbursement. Deferments or postponements of payment on the principal are available in limited instances.

Federal College Work-Study Program
For students in financial need, Hamilton arranges jobs on-campus or off-campus with public or private non-profit agencies such as hospitals. Application is made through the Office of Financial Aid. Hamilton gives preference to students who have the greatest financial need and who must earn a part of their educational expenses. Class schedule, academic progress and health are also considered in determining eligibility. Wage is determined by the nature of the job and the qualifications of the applicant.

United States Bureau of Indian Affairs Aid to Native Americans
Students who are at least one-fourth Native American Indian, Eskimo or Aleut and are enrolled members of a tribe, band or group recognized by the Bureau of Indian Affairs may qualify for aid under this program. Application forms may be obtained from the Bureau of Indian Affairs Office.

Veterans Administration (VA) Educational Benefits
Persons who served more than 180 days between January 31, 1955, and January 1, 1977, and continue on active duty, were honorably discharged at the end of their tours of duty, or who qualify because of service-connected disabilities are eligible for benefits. Veterans are entitled to benefits for one and one-half months of study for each month of service, up to 45 months.

Children, spouses and survivors of veterans whose deaths or permanent total disabilities were service-connected, or who are listed as missing in action, may be eligible for benefits under the same conditions as veterans.

State Awards

In compliance with the New York State Education Department regulations, eligibility for the continuation of funds awarded through the Tuition Assistance Program (TAP) or Regents Awards for Children of Deceased or Disabled Veterans requires the following minimal levels of academic progress:

Pursuit of the program of study toward the baccalaureate degree requires the completion of at least two courses during both the fall and spring terms of the first

year, and the completion of at least three courses during the fall and spring terms of each succeeding year.

Satisfactory progress toward the completion of the degree requirements must be achieved. Satisfactory progress is not made by students who fail to pass at least half of the courses carried, who accumulate failures in a total of five courses, or who incur a third probation. Satisfactory progress includes the following minimal number of courses passed for the respective semi-annual TAP payments: first payment = 0 units, second payment = 3 units, third payment = 7 units, fourth payment = 10 units, fifth payment = 14 units, sixth payment = 17 units, seventh payment = 21 units, eighth payment = 24 units.

Failure to maintain these minimal standards of academic progress will result in the loss of funds from the TAP program. Any questions regarding this requirement should be addressed to either the registrar or the director of financial aid.

Tuition Assistance Program (TAP)

The Tuition Assistance Program is available to any New York State resident who is enrolled full time in an approved educational program in New York State. The amount of TAP is based on the amount of tuition charged and family taxable income (income after deductions). Taxable income is adjusted for additional family members enrolled in college full time, or for child support received from a non-custodial parent.

The maximum adjusted taxable income for TAP eligibility for dependent applicants is $80,000. Awards range from $500 to $5,000 per year, depending on income and the year in which the first award was received. After a candidate has received payment for four semesters of study, his or her award is reduced by $150 for each subsequent year of study. Undergraduate students generally will be eligible for no more than eight semesters of TAP payments, although students in certain pre-approved programs may be eligible for up to 10 semesters.

Applications for TAP must be filed annually with the New York State Higher Education Services Corporation, 99 Washington Ave., Albany, NY 12255. Application status may be viewed on-line, and detailed information about all programs administered by HESC can be obtained at http://hesc.state.ny.us/index.html.

Vietnam Veterans Tuition Award Program

The Vietnam Veterans Tuition Award Program provides financial assistance to veterans enrolled in undergraduate degree programs on either a full- or part-time basis. A listing of the institutions having approved degree programs is included in the supplemental application.

To be eligible under this program, the veteran must:

- have served in the armed forces in the United States in Indochina between January 1, 1963, and May 7, 1975;
- have been discharged from the service under other than dishonorable conditions;
- have been a resident of New York State on April 20, 1984, or have been a resident at time of entry into the service and resumed residency by September 1, 1987;
- apply for a Tuition Assistance Program (TAP) award and a Federal Pell Grant if applying as a full-time student or for the Federal Pell Grant only if applying as a part-time student.

Duration: Full-time Study—Awards are available for up to eight semesters for a four year program, or 10 semesters if a degree program is specifically approved as requiring five years. (Programs of remedial study are considered to be programs normally requiring five years.)

Part-time Study—Awards are available for students taking 6 to 11 hours (or the equivalent per semester) for up to 16 semesters (eight years), or 20 semesters (ten years) in an approved program which would normally require five years if the study were full-time.

Amount: Full-time awards are $500 per semester or tuition, whichever is less. If the veteran also receives a Tuition Assistance Program (TAP) award, the combination of the two awards cannot exceed tuition. Part-time awards are $250 per semester or tuition, whichever is less. The total of all awards for full- and/or part-time study received cannot exceed $5,000.

Regents Awards for Children of Deceased or Disabled Veterans
An award of $450 per year is available to students who are the children of veterans who have died, have a current disability of 50 percent or more, or had such a disability at the time of death, resulting from United States military service during one of the following periods: April 16, 1917-November 11, 1918; December 7, 1941-December 31, 1946; June 25, 1950-July 27, 1953; or October 1, 1961-March 29, 1973. This award, available to New York State residents, is independent of family income or tuition and is made in addition to other grants or awards to which the applicant may be entitled.

State Aid to Native Americans
Awards of $1,100 per year for a maximum of four years of study are available to members of Native American tribes located on reservations within New York State. Additional information can be obtained by writing to the Native American Education Unit, New York State Education Department, Albany, NY 12234.

Higher Education Opportunity Program (HEOP)
HEOP awards are given to academically and financially disadvantaged students admitted to the HEOP. Such awards are packaged with other needed assistance.

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Upson Professor of Rhetoric and Oratory; A.B. and Ph.D., University of Illinois; A.M., Southern Illinois University

Charles Lafayette Todd
Professor of Speech; B.S., Hamilton College; A.M., Columbia University

Manfred E. von Schiller
Head Coach, Men's Soccer and Lacrosse; B.S., State University of New York College at Brockport; A.M., St. Lawrence University

Victoria V. Vernon
Associate Professor of Comparative Literature; B.A., California State University at Long Beach; M.A., University of Southern California; Ph.D., University of California at Berkeley

Frederick Reese Wagner
Professor of English; A.B., A.M. and Ph.D., Duke University

Sidney Wertimer, Jr.
Professor of Economics; B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics; L.H.D., Hamilton College (Hon.)

Active

This listing is alphabetical without respect to rank, and the date indicates the year of initial appointment to the faculty. The letters **F** and **S** following a name indicate terms of leave or off-campus teaching. The lower-case letters, **f** and **s**, indicate the terms during which visiting faculty members will teach at the College.

Hanadi Mohamed AbdelSalam (2002) **fs**
Visiting Assistant Professor of Physics; B.S., University of Khartoum; M.S., International Centre for Theoretical Physics; Ph.D., University of Oxford

Vivyan C. Adair (1998)
Assistant Professor of Women's Studies; B.A., M.A. and Ph.D., University of Washington, Seattle

John C. Adams (2002) **fs**
Visiting Professor of Rhetoric and Communication; B.A. and M.A., University of California, Santa Barbara; Ph.D., University of Washington

Peter J. Alvanos (2001)
Mary Jayne Comey and Mac Bristol '43 Head Football Coach; Associate Professor of Physical Education; A.A., Anne Arundel Community College; B.S., Drexel University; M.A., University of Louisville

Douglas Ambrose (1990)
Sidney Wertimer Associate Professor of History; B.A., Rutgers University; M.A., University of Rochester; Ph.D., State University of New York at Binghamton

Frank Michael Anechiarico (1976) **S**
Maynard-Knox Professor of Government and Law; A.B., Hamilton College; A.M. and Ph.D., Indiana University

Yael Sharon Aronoff (2000)
Assistant Professor of Government; B.A., Princeton University; M.I.A., M. Phil. and Ph.D., Columbia University

David G. Bailey (1990)
Associate Professor of Geology; B.S., Bates College; M.S., Dalhousie University; Ph.D., Washington State University

Mark W. Bailey (1997)
Assistant Professor of Computer Science; B.A., University of Massachusetts, Amherst; M.S. and Ph.D., University of Virginia

Erol M. Balkan (1987)
James L. Ferguson Professor of Economics; B.A. and M.A., University of North Carolina at Greensboro; Ph.D., State University of New York at Binghamton

Nesecan Balkan (2002) **fs**
Visiting Assistant Professor of Economics; B.S., American College for Girls, Istanbul; B.S. and Ph.D., Istanbul University

John Bartle (1989) **FS**
Associate Professor of Russian; B.A., Rutgers University; M.A. and Ph.D., Indiana University

Thomas Bass (2001) **fs**
Visiting Professor of American Studies; B.A., University of Chicago; Ph.D., University of California at Santa Cruz

Charlotte Beck (1985)
Leonard C. Ferguson Professor of Anthropology; B.A., Auburn University; M.A. and Ph.D., University of Washington

Richard E. Bedient (1979)
Professor of Mathematics; B.S., Denison University; A.M., University of Pittsburgh; Ph.D., University of Michigan

Carole Ann Bellini-Sharp (1973) **S**
Professor of Theatre; A.B. and A.M., The Pennsylvania State University; Ph.D., Carnegie-Mellon University

Jennifer L. Silverman Borton (1998)
Assistant Professor of Psychology; A.B., Dartmouth College; Ph.D., University of Minnesota

Debra L. Boutin (1999) **FS**
Assistant Professor of Mathematics; A.S., Springfield Technical Community College; A.B., Smith College; Ph.D., Cornell University

James Bradfield (1976)
Elias W. Leavenworth Professor of Economics; A.B., A.M. and Ph.D., University of Rochester

Karen S. Brewer (1989)
Associate Professor of Chemistry; B.S., Ohio Northern University; Ph.D., Massachusetts Institute of Technology

Hans Peter Broedel (1999) **fs**
Visiting Assistant Professor of History; B.A., M.A. and Ph.D., University of Washington

Shannon L. Bryant (2000)
Head Coach, Women's Ice Hockey; Assistant Coach, Softball; Instructor in Physical Education; B.A., Brown University

Heather R. Buchman (2001) **fs**
Visiting Assistant Professor of Music; B.M., Eastman School of Music; M.M., University of Michigan; Professional Studies in Conducting, The Julliard School

Alan W. Cafruny (1988)
Henry Platt Bristol Professor of International Affairs; B.A., Kenyon College; M.Sc., University of London; M.A. and Ph.D., Cornell University

Alistair Campbell (1999)
Assistant Professor of Computer Science; A.B., Colgate University; M.S. and Ph.D., University of Buffalo

Kristin L. Campbell (2000) **fs**
Visiting Instructor of Government; B.A., Union College

Peter Francesco Cannavó (2002) **fs**
Visiting Assistant Professor of Government; A.B., Harvard University; M.P.A., Princeton University; Ph.D., Harvard University

Rand Carter (1970)
Professor of Art; A.B., Columbia University; M.F.A. and Ph.D., Princeton University

Daniel F. Chambliss (1981)
The Christian A. Johnson "Excellence in Teaching" Professor of Sociology; A.B., New College; A.M., M.Phil. and Ph.D., Yale University

Sally Cockburn (1991)
Associate Professor of Mathematics; B.Sc. and M.Sc., Queen's University, Canada; Ph.D., Yale University

Brian Collett (1986) **S**
Associate Professor of Physics; B.A. and M.A., University of Cambridge; Ph.D., Princeton University

David A. Craig (2002) **fs**
Visiting Assistant Professor of Physics; A.B., Princeton University; Ph.D., University of California, Santa Barbara

Mark Cryer (1999)
Assistant Professor of Theatre and Dance; B.A., University of Minnesota; M.F.A., Royal Scottish Academy of Music and Drama, Glasgow

T. J. Davis (2002)
Associate Head Coach, Men's and Women's Swimming; Assistant Professor of Physical Education; B.A., State University of New York at Albany; M.A., Union College

Jennifer Jean Day (2002) **fs**
Visiting Assistant Professor of Russian; B.A., University of South Carolina; M.A. and Ph.D., Indiana University

Richard W. Decker (1985)
Professor of Computer Science; A.B., Dartmouth College; M.A., Pennsylvania State University; M.S., Stanford University; Ph.D., Ohio State University

Danielle M. DeMuth (2001) **fs**
Visiting Assistant Professor of Women's Studies; B.A., Heidelberg College; M.A. and Ph.D., The University of Toledo

Julie Diehl (1997)
Head Coach, Women's Basketball; Assistant Coach, Volleyball; Assistant Professor of Physical Education; A.B., Hamilton College; M.S., Indiana University

Cynthia R. Domack (1985) **S**
Associate Professor of Geology; B.A., Colby College; M.A. and Ph.D., Rice University

Eugene W. Domack (1985)
Professor of Geology; B.S., University of Wisconsin; M.A. and Ph.D., Rice University

Katheryn Hill Doran (1990)
Associate Professor of Philosophy; B.A., University of Pittsburgh; M.A. and Ph.D., University of North Carolina at Chapel Hill

Carol Ann Drogus (1988)
Associate Professor of Government; A.B., Mount Holyoke College; M.A. and Ph.D., University of Wisconsin

Kermit Dunkelberg (2002) **fs**
Visiting Instructor of Theatre; B.F.A., Drake University; M.A., Tufts University

Julie C. Dunsmore (1996)
Assistant Professor of Psychology; B.A., Emory University; M.A. and Ph.D., Duke University

Theodore J. Eismeier (1978)
Professor of Government and Coordinator of The Writing Program; A.B., Dartmouth College; M.Phil. and Ph.D., Yale University

Timothy E. Elgren (1993)
Associate Professor of Chemistry and Associate Dean of the Faculty; B.A. Hamline University; Ph.D., Dartmouth College

Matthew J. Evans (2002) **fs**
Visiting Instructor of Geology; B.A., Middlebury College; M.S., Cornell University

Stephen M. Festin (1999) **FS**
Assistant Professor of Biology; B.S., Villanova University; M.S. and Ph.D., Albany Medical College, New York

Marta Folio (2001) **fs**
Visiting Assistant Professor of German; B.A. and M.A., University of Delaware; Ph.D., Vanderbilt University

A. Todd Franklin (1997)
Assistant Professor of Philosophy; B.A., University of Chicago; Ph.D., Stanford University

Ann Frechette (2000)
Luce Junior Professor of Asian Studies and Assistant Professor of Anthropology; A.B., Hamilton College; Ph.D., Harvard University

Celeste M. Friend (2002) **fs**
Visiting Assistant Professor of Philosophy; B.A., University of Massachusetts at Amherst; M.Phil. and Ph.D., Graduate Center of the City University of New York

Gillian Gane (1999) **FS**
Assistant Professor of English; B.A., Rhodes University, South Africa; B.A. with Honors, University of the Witwatersrand, South Africa; M.A., University of Essex, England; Ph.D., University of Massachusetts at Amherst

L. Ella Gant (1991)
Associate Professor of Art; B.S., University of Wisconsin; M.F.A., University of Texas at Austin

David A. Gapp (1979)
Professor of Biology; B.S. and A.M., College of William and Mary; Ph.D., Boston University

Janetta Mary Garrett (1985)
Professor of Biology; M.I. Biol., North East Surrey College of Technology; M.Sc., Trent University; Ph.D., Texas A & M University

Soledad Gelles (2002) **fs**
Visiting Assistant Professor of Spanish; B.A., Universidad Ricardo Palma; M.A., Tufts University; M.A., University of California; Ph.D., Stanford University

Margaret Gentry (1982)
Professor of Psychology and Women's Studies; A.B., Duke University; Ph.D., Washington University

Christophre Georges (1989)
Professor of Economics; B.A., Connecticut College; M.A. and Ph.D., University of Michigan

George Albert Gescheider (1964)
Professor of Psychology; B.S., Denison University; M.S., Tulane University; Ph.D., University of Virginia

Dennis Gilbert (1975)
Professor of Sociology; A.B., University of California at Berkeley; A.M., University of Oregon; Ph.D., Cornell University

Michael S. Gilbert (2001)
Head Coach, Men's and Women's Crew; Instructor of Physical Education; B.S., University of Vermont

Colette Gilligan (2002)
Head Coach, Women's Soccer; Assistant Professor of Physical Education; B.S., Methodist College; M.Ed., East Carolina University

Barbara Kirk Gold (1989)
Professor of Classics; B.A., University of Michigan; M.A. and Ph.D., University of North Carolina at Chapel Hill

Steve J. Goldberg (1998)
Associate Professor of Art; B.A., Brooklyn College of the City University of New York; M.A., University of Hawaii; Ph.D., University of Michigan

Juan Carlos González-Espitia (2002)
Instructor of Spanish; B.A., Universidad Externado de Colombia; B.A., Universidad Nacional de Columbia; M.A., Instituto de Altos Estudios para el Desarrollo

Philip Grady (1983)
Head Coach, Men's Ice Hockey; Intramural Director; Professor of Physical Education; B.S., Norwich University; M.S., State University of New York at Albany

Kevin P. Grant (1997)
Assistant Professor of History; B.A., University of California at Berkeley; M.A., University of Chicago; Ph.D., University of California at Berkeley

Brandon Grove (2002) **fs**
Visiting Professor of Government; A.B., Bard College; M.P.A., Princeton University

Hong Gu (2002) **fs**
Visiting Instructor of East Asian Languages; B.A., East China Normal University; M.A., Southeast Missouri State University

Naomi Guttman (1996)
Assistant Professor of English; B.F.A., Concordia University, M.F.A., Warren Wilson College; M.A., Loyola Marymount University; Ph.D., University of Southern California

Martine Guyot-Bender (1991)
Associate Professor of French; License d'Anglais option Linguistique, University of Metz; M.A. and Ph.D., University of Oregon

Paul Alan Hagstrom (1991)
Associate Professor of Economics and Director of the Arthur Levitt Public Affairs Center; B.A., St. Olaf College; M.S. and Ph.D., University of Wisconsin

Shelley Patricia Haley (1989)
Professor of Classics and Africana Studies; A.B., Syracuse University; Ph.D., University of Michigan

Tina May Hall (2001) **fs**
Visiting Assistant Professor of English; B.A., University of Arizona; M.F.A., Bowling Green University; Ph.D., University of Missouri at Columbia

Lydia R. Hamessley (1991)
Associate Professor of Music; B.Mus.Ed., Texas Lutheran College; M.A. and Ph.D., University of Minnesota

Christina Heckman (2002) **fs**
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Elaine Heekin (1985)
Associate Professor of Dance; B.A., State University of New York College at Brockport; M.A., University of California at Los Angeles

Astrid Hoes Helfant (2002) **fs**
Visiting Instructor of Biology; M.S., Leiden University

Peter P. Hinks (2000) **FS**
Assistant Professor of History; B.A., University of Massachusetts at Boston; Ph.D., Yale University

Stuart H. Hirshfield (1982)
Professor of Computer Science; B.S., University of Michigan; M.S. and Ph.D., Syracuse University

Robert G. Hopkins (1983)
Associate Professor of Music; A.B., Oberlin College; M.A. and Ph.D., University of Pennsylvania

Brett C. Hull (1991)
Head Coach, Men's Indoor and Outdoor Track and Men's Cross Country; Associate Professor of Physical Education; B.S. and M.Ed., Frostburg State University

Ellen Hull (2001)
Head Coach, Women's Indoor and Outdoor Track, and Women's Cross Country; Assistant Professor of Physical Education; B.S., State University of New York at Plattsburgh; M.S., Ithaca College

Stephenson Humphries-Brooks (1983)
Associate Professor of Religious Studies; A.B., William Jewell College; M.Div., Southern Baptist Theological Seminary; Ph.D., Columbia University

Mihyang Cecilia Hwangpo (1998)
Assistant Professor of Spanish; B.A., City University of New York; Ph.D., Yale University

Alister D. Inglis (2002) **fs**
Visiting Instructor of East Asian Languages; B.A., University of Canberra; Dip.Ed., University of Melbourne

Maurice Isserman (1990)
William R. Kenan, Jr. Professor of History; B.A., Reed College; M.A. and Ph.D., University of Rochester

Marianne Janack (2001) **S**
Assistant Professor of Philosophy; B.A., Colgate University; M.A. and Ph.D., Syracuse University

Elizabeth J. Jensen (1983)
Professor of Economics; B.A., Swarthmore College; Ph.D., Massachusetts Institute of Technology

Hong Gang Jin (1989) **FS**
Professor of Chinese; B.A., Shanxi University; M.A. and Ph.D., University of Illinois

Jennifer A. Johnson (2000) **fs**
Visiting Instructor of Psychology; B.A., Scripps College; M.A., University of California at Riverside

Derek Charles Jones (1972) **FS**
The Irma M. and Robert D. Morris Professor of Economics; A.B., University of Newcastle upon Tyne; M.Sc., London School of Economics; A.M. and Ph.D., Cornell University

George T. Jones (1985)
Leonard C. Ferguson Professor of Anthropology; B.A., M.A. and Ph.D., University of Washington

Gordon L. Jones (1999) **FS**
Assistant Professor of Physics; B.A., Williams College; M.A. and Ph.D., Princeton University

Catherine W. Kaha (2000)
Associate Professor of Rhetoric and Communication; B.A. and Ph.D., University of Illinois at Urbana-Champaign

Masaaki Kamiya (2002)
Instructor of East Asian Languages; B.A., Dokkyo University; M.A. Ed., East Carolina University

Esther Sue Kanipe (1976)
Marjorie and Robert W. McEwen Professor of History; A.B., University of North Carolina at Greensboro; A.M. and Ph.D., University of Wisconsin

Robert Kantrowitz (1990)
Associate Professor of Mathematics; A.B., Hamilton College; M.A., M.Phil. and Ph.D., Syracuse University

John Keady (2001)
Assistant Coach, Football; Assistant Professor of Physical Education; B.A., Ithaca College; M.A., State University of New York at Albany

Shoshana Keller (1995)
Associate Professor of History; B.A., Carleton College; M.A. and Ph.D., Indiana University

Susan E. Keller (1999)
Head Coach, Women's Volleyball and Softball; Assistant Professor of Physical Education; B.S., Slippery Rock University; M.S., Bemidji State University

Alfred H. Kelly (1981)
Edgar B. Graves Professor of History; A.B., University of Chicago; A.M. and Ph.D., University of Wisconsin

Timothy J. Kelly (1982)
Associate Professor of Mathematics; A.B., University of Scranton; A.M., Stanford University; M.S. and Ph.D., University of New Hampshire

James C. King III (2000)
Head Coach, Men's and Women's Tennis and Squash; Instructor of Physical Education; B.A., Williams College

Robin Bryan Kinnel (1966)
Silas D. Childs Professor of Chemistry; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Philip Alan Klinkner (1995)
James S. Sherman Associate Professor of Government; B.A., Lake Forest College; M.A., M.Phil. and Ph.D., Yale University

Larry Edward Knop (1977) **FS**
Professor of Mathematics; B.S., University of Washington; M.S., University of Miami; Ph.D., University of Utah

Catherine Gunther Kodat (1995)
Associate Professor of English; B.A., University of Baltimore; M.A. and Ph.D., Boston University

Tolga Koker (2001) **fs**
Visiting Instructor of Economics; B.A. and M.A., Middle East Technical University; M.A., University of Pittsburgh; M.A., University of Southern California

G. Roberts Kolb (1981)
Professor of Music; A.B., Occidental College; M.A., California State University at Fullerton; D.M.A., University of Illinois

Roberta Lyles Krueger (1980)
Professor of French; A.B., Wesleyan University; A.M. and Ph.D., University of California at Santa Cruz

John R. LaGraff (2002)
Assistant Professor of Chemistry; B.A., Syracuse University; B.S., New York State College of Ceramics at Alfred University; Ph.D., University of Illinois, Urbana-Champaign

Doran Larson (1998)
Associate Professor of English; B.A., University of California at Santa Cruz; M.A. and Ph.D., The State University of New York at Buffalo

Craig Thomas Latrell (2000)
Associate Professor of Theatre and Dance; B.A. in Theatre and B.A. in Psychology, Reed College; M.F.A. and D.F.A., Yale University

Herman K. Lehman (1996)
Associate Professor of Biology; B.S., University of West Florida; Ph.D., Florida State University

Michelle LeMasurier (2001)
Assistant Professor of Mathematics; B.A., University of Colorado at Boulder; M.A.; New York University; Ph.D., University of Georgia

Joshua Lesperance (2002) **fs**
Visiting Assistant Professor of Mathematics; B.S., Rochester Institute of Technology; M.S. and Ph.D., University of Notre Dame

Cheng Li (1991) **FS**
Professor of Government; M.D., Jing An Medical School, Shanghai; B.A., East China Normal University; M.A., University of California at Berkeley; Ph.D., Princeton University

Gregory Littmann (2002) **fs**
Visiting Instructor of Philosophy; B.A. and M.A., University of Queensland

Dana Luciano (2000)
Assistant Professor of English; B.A., Brown University; M.A. and Ph.D., Cornell University

Seth Andrew Major (2000) **F**
Assistant Professor of Physics; B.A., Swarthmore College; M.S., Syracuse University; Ph.D., The Pennsylvania State University

Joseph T. Malloy (1982)
Associate Professor of German; A.B. and A.M., State University of New York at Binghamton; Ph.D., University of Virginia

Robert W. T. Martin (1997) **S**
Assistant Professor of Government; B.A.; University of Connecticut; Ph.D., University of Minnesota

Chad Martinovich (2002)
Assistant Football Coach; Instructor of Physical Education; B.A., Hobart College

Mark Masterson (2002) **fs**
Visiting Assistant Professor of Classics; B.A., Stanford University; M.A.T., University of North Carolina at Chapel Hill; Ph.D., University of Southern California

Eugene McCabe (2002)
Head Coach, Men's Lacrosse; Assistant Coach, Football; Instructor of Physical Education; B.A., Bates College

Michael L. McCormick (2002)
Assistant Professor of Biology; B.S., Ohio State University; M.S. and Ph.D., University of Michigan

John C. McEnroe (1983)
Professor of Art; B.A., Michigan State University; M.A., University of Michigan; Ph.D., University of Toronto

Tara Eberhardt McKee (2002)
Instructor of Psychology; B.S., Bucknell University; M.A., University of Connecticut

Jeremy Tyler Medina (1968)
Burgess Professor of Romance Languages and Literature; A.B., Princeton University; A.M., Middlebury College; Ph.D., University of Pennsylvania

Sue Ann Miller (1975)
Professor of Biology; A.B., A.M. and Ph.D., University of Colorado

Peter J. Millet (1968)
Litchfield Professor of Physics; B.S., Rensselaer Polytechnic Institute; M.S. and Ph.D., Syracuse University

Chandra Talpade Mohanty (1991)
Professor of Women's Studies; B.A. and M.A., University of Delhi; M.A. and Ph.D., University of Illinois

Maggi M. Morehouse (2002) **fs**
Visiting Assistant Professor of History; B.A. and M.A., San Francisco State University; M.A. and Ph.D., University of California at Berkeley

Cheryl A. Morgan (1990)
Associate Professor of French; B.A., Dartmouth College; M.A., Middlebury College; Ph.D., Columbia University

Robert Bruce Muirhead III (1972)
Professor of Art; B.F.A., Rhode Island School of Design; M.F.A., Boston University School of Fine Arts

Thomas Edward Murphy (1970)
Head Coach, Men's Basketball; Professor of Physical Education; B.S. and M.Ed., Springfield College

Joseph Epoka Mwantuali (1995)
Associate Professor of French; B.A. and M.A., University of Zaire; M.S., New Hampshire College; Ph.D., The Pennsylvania State University

Perry Nizzi (1998)
Head Coach, Men's Soccer; Assistant Coach, Softball; Associate Professor of Physical Education; B.A. and M.A., State University of New York at Cortland

Leslie Norton (1984)
Associate Professor of Dance; B.A., Butler University; M.A., Indiana University

Vincent Odamtten (1985)
Professor of English; B.A. and M.A., University of Cape Coast, Ghana; Ph.D., State University of New York at Stony Brook

Onno Oerlemans (1999)
Associate Professor of English; B.A. and M.A., Queen's University, Kingston, Canada; Ph.D., Yale University

Kyoko Omori (2002)
Instructor of East Asian Languages; B.A., Kwansei Gakuin University; M.A., Ohio State University

John C. O'Neal (1984)
Professor of French; B.A., Washington and Lee University; M.A., Middlebury College; Ph.D., University of California at Los Angeles

John Higbee O'Neill (1972)
Edmund A. LeFevre Professor of English; B.S., Wisconsin State College; A.M. and Ph.D., University of Minnesota

Patricia O'Neill (1986)
Professor of English; B.A., California State University at Los Angeles; M.A. and Ph.D., Northwestern University

Juan Ormaza (2001)
Assistant Professor of Art; B.F.A., Instituto de Bellas Artes (Mexico City); M.F.A., Alfred University

Melek Su Ortabasi (2001)
Assistant Professor of Comparative Literature; B.A., University of California at Berkeley; M.A. and Ph.D., University of Washington

Stephen W. Orvis (1988)
Associate Professor of Government; B.A., Pomona College; M.A. and Ph.D., University of Wisconsin

Ann L. Owen (1997)
Assistant Professor of Economics; B.A., Boston University; M.B.A., Babson College; M.A. and Ph.D., Brown University

Kirsten Paap (1999)
Assistant Professor of Sociology; B.A., M.S. and Ph.D., University of Wisconsin, Madison

Robert C. Palusky (1969)
John and Anne Fischer Professor of the Fine Arts; B.F.A. and A.M., University of Wisconsin; M.F.A., Rochester Institute of Technology

Robert L. Paquette (1981) **F**
Publius Virgilius Rogers Professor of American History; A.B. and A.M., Bowling Green University; Ph.D., University of Rochester

David C. Paris (1979)
Professor of Government and Vice President for Academic Affairs and Dean of the Faculty; A.B., Hamilton College; A.M. and Ph.D., Syracuse University

Samuel Frank Pellman (1979)
Professor of Music; B.Mus., Miami University; A.M. and D.M.A., Cornell University

William A. Pfitsch (1989)
Associate Professor of Biology; A.B., Oberlin College; M.S. and Ph.D., University of Washington

Gregory Richard Pierce (1991)
Associate Professor of Psychology; B.S., M.S. and Ph.D., University of Washington

Kirk E. Pillow (1997)
Assistant Professor of Philosophy; B.A., Trinity University; M.A. and Ph.D., Northwestern University

Jeffrey Lawrence Pliskin (1982)
Associate Professor of Economics; A.B., State University of New York at Binghamton; A.M. and Ph.D., University of Michigan

Deborah Frances Pokinski (1978)
Associate Professor of Art; A.B., Randolph-Macon Woman's College; A.M. and Ph.D., Cornell University

Minnie Bruce Pratt (2002) **fs**
Jane Watson Irwin Visiting Associate Professor of Women's Studies; B.A., University of Alabama at Tuscaloosa; Ph.D., University of North Carolina at Chapel Hill

Nancy Sorkin Rabinowitz (1974)
Margaret Bundy Scott Professor of Comparative Literature; A.B., City College of the University of New York; Ph.D., University of Chicago

Peter Jacob Rabinowitz (1974)
Professor of Comparative Literature; A.B., A.M. and Ph.D., University of Chicago

Heidi M. Ravven (1983)
Professor of Religious Studies; B.A., M.A. and Ph.D., Brandeis University

Douglas A. Raybeck (1970)
Professor of Anthropology; A.B., Dartmouth College; Ph.D., Cornell University

Todd W. Rayne (1993) **FS**
Associate Professor of Geology; B.S., Montana State University; M.S. and Ph.D., University of Wisconsin

Robert Redfield (1986)
Samuel F. Pratt Professor of Mathematics; B.A., Reed College; M.A., University of Oregon; Ph.D., Simon Fraser University

Patrick D. Reynolds (1992)
Associate Professor of Biology; B.Sc., University College, Galway, National University of Ireland; Ph.D., University of Victoria, British Columbia

E. Michael Richards (1984) **FS**
Professor of Music; B.Mus., New England Conservatory of Music; M.Mus., Yale University; M.A., Smith College; Ph.D., University of California at San Diego

James Walter Ring (1957) **F**
Winslow Professor of Physics; A.B., Hamilton College; Ph.D., University of Rochester

David W. Rivera (2002) **fs**
Visiting Assistant Professor of Government; A.B., Harvard University; M.A. and Ph.D., University of Michigan

Sharon Werning Rivera (1999)
Assistant Professor of Government; B.A., University of California at Davis; M.A., The Johns Hopkins University; M.A. and Ph.D., University of Michigan

Mary Virginia Rojas (2001) **fs**
Visiting Assistant Professor of Religious Studies; B.A., M.A. and Ph.D., University of California at Santa Barbara

Ian J. Rosenstein (1994)
Associate Professor of Chemistry; B.S., Massachusetts Institute of Technology; Ph.D., Duke University

Brian J. Rosmaita (2002)
Assistant Professor of Computer Science; B.A. and M.S., Vanderbilt University; Ph.D., University of Notre Dame

Carl A. Rubino (1989) **F**
Edward North Professor of Classics; A.B. and A.M., Fordham University; Ph.L., Woodstock College/Loyola Seminary; Ph.D., State University of New York at Buffalo

Carol Schreier Rupprecht (1974)
Professor of Comparative Literature; B.S., University of Virginia; A.M, M.Phil. and Ph.D., Yale University

Henry John Rutz (1976)
Professor of Anthropology; A.B., Lawrence University; A.M., University of Hawaii; Ph.D., McGill University

William Salzillo (1973)
Professor of Art and Curator of the Hamilton Collects Program; A.B., Middlebury College; B.F.A., Rhode Island School of Design; M.F.A., Cranbrook Academy of Art

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Franklin A. Sciacca (1984)
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Richard Hughes Seager (1994)
Associate Professor of Religious Studies; B.A., University of Wisconsin; M.T.S., Harvard Divinity School; A.M. and Ph.D., Harvard University

Tracy Denean Sharpley-Whiting (2001)
Professor of Africana Studies; B.A., University of Rochester; M.A., Miami University; Ph.D., Brown University

George C. Shields (1998) **FS**
Professor of Chemistry; B.A., M.S. and Ph.D., Georgia Institute of Technology

Ann J. Silversmith (1989)
Professor of Physics; A.B., Oberlin College; M.Sc., University of Wisconsin; Ph.D., Australian National University

Robert Leonard Simon (1968)
Professor of Philosophy; A.B., Lafayette College; Ph.D., University of Pennsylvania

Jeffrey R. Spires (2001) **fs**
Visiting Assistant Professor of French; B.A., University of Kansas; Ph.D., Princeton University

Richard Stahnke (2000) **fs**
Visiting Assistant Professor of Economics; B.A., Yale University; M.A., M. Phil. and Ph.D., Columbia University

Mitchell Lloyd Stevens (1996)
Associate Professor of Sociology; B.A., Macalester College; M.A. and Ph.D., Northwestern University

Nathaniel Cushing Strout (1980)
Associate Professor of English; A.B., Carleton College; A.M. and Ph.D., University of Rochester

Ram Subramaniam (2001) **fs**
Visiting Assistant Professor of Chemistry; B.E. and M.Sc., Institute of Technology and Science (India); Ph.D., University of Kentucky

Christine E. Swain (2002) **fs**
Visiting Instructor of Spanish; B.A., Middlebury College; M.A., Cornell University

Santiago Tejerina-Canal (1984)
Professor of Spanish; Licenciatura, Filosofia y Letras, Universidad Central de Barcelona; M.A. and Ph.D., University of Massachusetts at Amherst

Barbara J. Tewksbury (1978)
Stephen Harper Kirner Professor of Geology; B.S., St. Lawrence University; M.S. and Ph.D., University of Colorado

Margaret Olofson Thickstun (1988)
Professor of English; A.B., Mount Holyoke College; M.A. and Ph.D., Cornell University

David W. Thompson (1983)
Head Coach, Men's and Women's Swimming; Director of Athletics; Professor of Physical Education; A.B., Colgate University; M.S., Syracuse University

Veronica Jaris Tichenor (2001) **fs**
Visiting Assistant Professor of Sociology; B.A., Kalamazoo College; M.A. and Ph.D., University of Michigan

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Professor of History and President of the College; A.B., Rutgers University; A.M. and Ph.D., Brandeis University

Edith Toegel (1992)
Associate Professor of German and Coordinator of Study Abroad Programs; B.A. and M.A., Tufts University; Ph.D., University of Washington

Lisa N. Trivedi (1998)
Assistant Professor of History; B.A., Hampshire College; M.A., University of Chicago; Ph.D., University of California at Davis

Bonnie Urciuoli (1988)
Professor of Anthropology; B.A., Syracuse University; M.A. and Ph.D., University of Chicago

Jonathan Vaughan (1971)
Professor of Psychology; A.B., Swarthmore College; A.M. and Ph.D., Brown University

Julio Videras (2002)
Assistant Professor of Economics; B.A., Universidad de Málaga; M.A. and Ph.D., University of Colorado at Boulder

Susan P. Viscomi (1997)
Associate Professor of Physical Education; Associate Director of Athletics and Director of Physical Education; B.S.E., State University of New York at Cortland; M.A., Colgate University

Bruce Walczyk (1985)
Associate Professor of Dance; B.A., State University of New York College at Brockport; M.A., University of California at Los Angeles

Douglas Alexander Weldon (1977)
Stone Professor of Psychology; A.B., College of Wooster; A.M., Towson State University; Ph.D., State University of New York at Buffalo

Richard William Werner (1975) **FS**
John Stewart Kennedy Professor of Philosophy; A.B., Rutgers University; A.M. and Ph.D., University of Rochester

Thomas Edward Wheatley (1990)
Associate Professor of English; B.A., Rhodes College; M.A., University of York; M.A. and Ph.D., University of Virginia

Ernest H. Williams (1984)
Professor of Biology; B.S., Trinity College; M.A. and Ph.D., Princeton University

Jay Gomer Williams (1960) **S**
Wallcott D. Bartlett Professor of Religious Studies; A.B., Hamilton College; M.Div., Union Theological Seminary; Ph.D., Columbia University

Thomas A. Wilson (1989)
Associate Professor of History; B.A., University of Connecticut; A.M. and Ph.D., University of Chicago

Michael E. Woods (1993) **S**
Associate Professor of Music; B.A., University of Akron; M.A., Indiana University; D.M.A., University of Oklahoma

Stephen Wu (2000)
Assistant Professor of Economics; B.Sc., Brown University; M.A. and Ph.D., Princeton University

Paul Gary Wyckoff (1991)
Associate Professor of Government; B.A., Macalester College; Ph.D., University of Michigan

De Bao Xu (1991) **F**
Associate Professor of Chinese; B.A., Taiyuan Teacher's College; M.A., Beijing Normal University; M.A. and Ph.D., University of Illinois

Steven Yao (2002)
Assistant Professor of English; B.A. and M.A., University of Texas at Austin; Ph.D., University of California at Berkeley

Penny Linn Yee (1991)
Associate Professor of Psychology; B.A., Pomona College; M.S. and Ph.D., University of Oregon

Carlos L. Yordán (2001) **fs**
Visiting Instructor of Government; B.A. and M.A., American University

Yin Zhang (2001) **fs**
Visiting Instructor of Chinese; B.A., Beijing Language and Culture University

Special Appointments

Etin Anwar
Freeman Postdoctoral Fellow in Asian Studies; B.A., State Institute for Islamic Studies, Bandung; M.A., McGill University; Ph.D., Binghamton University

Toshihiro Asai
Teaching Fellow in East Asian Languages; B.A., Nihon University; M.A., Indiana State University

Michael C. Bagge
Lecturer in Sociology; B.A., Tufts University; J.D., Tulane University School of Law

Rick Balestra
Lecturer in Music (Jazz Guitar); B.A., Syracuse University; M.A., Ithaca College

Kenneth M. Bart
Lecturer in Biology; B.A. and M.A., State University of New York at Binghamton

Suzanne Beevers
Lecturer in Music (Violoncello)

Stephen Best
Lecturer in Music (Keyboard and Organ; Keyboard Harmony); B.A. and M.Mus., Syracuse University

Russell T. Blackwood III
Lecturer in Religious Studies; A.B., Dartmouth College; A.M., Colgate University; Ph.D., Columbia University

Milton Bloch
Visiting Professor of Art; B.I.D., Pratt Institute; M.F.A., University of Florida

María Brané
Lecturer in Psychology; B.A., M.A. and Ph.D., Wayne State University

Austin Eugene Briggs, Jr.
Hamilton B. Tompkins Professor and Lecturer in English Literature; A.B., Harvard University; A.M. and Ph.D., Columbia University

William Burd
Lecturer in Theatre and Director of Technical Theatre

Daniel Carno
Lecturer in Music (Oboe); B.Mus. and M.Mus., Syracuse University

Edward Castilano
Lecturer in Music (Double Bass); B.Mus., Eastman School of Music

Hsiu-hsien Chan
Teaching Fellow in Chinese; B.A. in English Literature and B.A. in Chinese Literature, Fu-Jen Catholic University, Taipei, Taiwan

Paul Charbonneau
Lecturer in Music (Classical Guitar); B.Mus., University of New Mexico

Mike Cirmo
Lecturer in Music (Percussion); B.Mus., Crane School of Music, Potsdam College; M.A., Indiana University of Pennsylvania

Richard Decker
Lecturer in Music (Horn); B.Mus., Eastman School of Music; M.Mus.; Catholic University of America

Sylvia de Swaan
Lecturer in Art (Photography)

Alison Doughtie
Lecturer in English as a Second Language; B.A., Rice University; M.A., Indiana University

Anita Firman
Lecturer in Music (Voice); B.S. and M.M.E., State University of New York College at Fredonia

Anat Glick
Lecturer in Critical Languages; B.A., Haifa University

Linda Greene
Lecturer in Music (Flute); B.Mus., Syracuse University

Eric Gustafson
Lecturer in Music (Viola)

James Helmer
Lecturer in Public Discourse and Rhetoric and Communication; B.A, State University of New York at Cortland; M.A., Syracuse University; Ph.D., University of Illinois

Lynn Hileman
Lecturer in Music (Bassoon); B.Mus., University of Michigan; M.Mus., Yale University

Sharon Humphries-Brooks
Lecturer; B.S., Temple University

Robert I. Kazin
Lecturer in Psychology; B.A., Bucknell University; M.A., University of Connecticut; Ph.D., Ohio State University

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Ursula Kwasnieka
Lecturer in Music (Harp); B.Mus. and M.Mus., Manhattan School of Music

Raymond W. Larzelere
Lecturer in Music (Voice); B.Mus., State University of New York College at Potsdam; M.A., State University of New York at Binghamton

Richard G. Lloyd
Lecturer in Dance; A.B., Hamilton College; B.Mus. and M.Mus., McGill University

Hongwei Lu
Postdoctoral Fellow in East Asian Languages; B.A., Central-China Normal University; M.A., Clark University; Ph.D., University of Oregon

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Susan A. Mason
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Eileen Moeller
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Rick Montalbano
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Colleen Roberts Pellman
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Vladimir Pritsker
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Barbara Rabin
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John Raschella
Lecturer in Music (Trumpet); Curtis Institute of Music

Monk Rowe
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Jim Schreve
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María Gabriela Solano Solano
Teaching Fellow in Spanish; B.A., Universidad Internacional de Las Américas

Typhaine Soulet
Teaching Fellow in French; B.A. and M.A., LCE at Paris X, Nanterre

Wiebke Spitzer
Teaching Fellow in German; Universitat Dortmund

Karen Stearns
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Jeff Stockham
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Sar-Shalom Strong
Lecturer in Music (Piano); B.A., Knox College; M.Mus., Syracuse University

Eugenia C. Taft
Lecturer in Critical Languages; B.A., Clark University; M.A., Middlebury College; M.A.T., Wesleyan University

Joyce M. Ucci
Lecturer in Music (Piano); B.Mus., University of Redlands; M.Mus., Yale University

Giles Wayland-Smith
Lecturer in Government; B.A., Amherst College; Ph.D., Syracuse University

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Lecturer in Economics; B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics; L.H.D., Hamilton College (Hon.)

Gilman Whiting
Lecturer in the Program in Teacher Education; Ph.D., Purdue University

Kim Wieczorek
Lecturer in Education Studies; B.A., University of Minnesota; M.A., Teachers College of New York

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Lecturer in Government and Associate Dean of Students (Academic); B.A., Cornell College; M.Div., Harvard University

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Lecturer in English and Director of the Writing Center; B.A., Tufts University; M.Ed., Northeastern University

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Mary B. O'Neill, M.S., *Academic Support Coordinator/Coordinator, Quantitative Literacy Center*
William L. Burd, *Director, Technical Theatre*
Michelle Reiser-Memmer, M.A., *Performing Arts Administrator*
Monk Rowe, B. Mus., *Director, Hamilton College Jazz Archive*
Shawna M. O'Neil, M.S., *Director, Laboratories*
Sue Ann Z. Senior, B.S., *Laboratory Supervisor in Chemistry*

Charles J. Borton, B.A., *Laboratory Supervisor in Chemistry*
Jennifer T. Sturm, B.A., *System Administrator and Research Support Specialist*
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Pearl T. Gapp, B.S., *Laboratory Coordinator*
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Vivian Ling, Ph.D., *Field Director, Associated Colleges in China Spring Program*
Amy A. James, B.A., *Coordinator, Associated Colleges in China Program*
Virginia L. Dosch, M.A., *Student Fellowships Coordinator*
Leslie B. North, B.A., *Coordinator for Health Professions Advising*
Stephen K. Jaynes, B.A., *Sports Information Director*
Sara Carman, M.A., *Administrative Assistant, Arthur Levitt Public Affairs Center*
Judith Owens-Manley, Ph.D., *Research Coordinator, Resource Center for Human Services*
Sharon S. Gormley, B.A., *Coordinator, ACCESS Project*
Tara D. Day, *Support Service Coordinator, ACCESS Project*
Melissa L. Femia, B.A., *Career Specialist, ACCESS Project*

The Daniel Burke Library
Randall L. Ericson, M.L.S., *Patricia Pogue and Richard Watrous Couper Librarian*
Sharon M. Britton, M.L.S., *Director, Public Services*
Constance F. Roberts, M.L.S., *Director, Technical Services*
Timothy J. Hicks, A.A., *Director, Audiovisual Classroom Services*
Marianita J. Amodio, A.A., *Photography Services*
Glynis V. Asu, A.M.L.S., *Reference Librarian/Coordinator of Interlibrary Loan and Document Delivery*
Lynn M. Mayo, M.L.S., *Reference Librarian/Coordinator of Electronic Resources*
Kristin L. Strohmeyer, M.S., *Reference Librarian/Coordinator of Library Instruction*
Julia E. Schult, M.S., *Reference Librarian, Coordinator of Collection Managements*
Barbara E. Swetman, M.A., *Acquisitions/Serials Coordinator*
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Peter J. MacDonald, A.M., *Assistant Library Systems Manager*
Jean F. Williams, M.L.S., *Cataloguing/Data Base Quality Control Librarian*

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Nancy R. Thompson, M.Ed., *Senior Associate Dean of Students*
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Marc C. David, Ph.D., *Assistant Dean of Students for Multicultural Affairs*
Edith Toegel, Ph.D., *Coordinator of Study Abroad Programs*
Patricia Ingalls, *Director, Campus Safety*
Wayne A. Gentile, *Campus Safety Evening Supervisor*
Makino D. Ruth, M.A., *Director, Maurice Horowitch Career Center*
David E. Bell, M.Ed., *Senior Associate Director, Maurice Horowitch Career Center*
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Jeannine M. Murtaugh, M.A., *Associate Director, Maurice Horowitch Career Center*
Catherine A. Milner, *Recruiting Coordinator, Maurice Horowitch Career Center*
Mary Vallelonga, M.S., *Assistant Director, Maurice Horowitch Career Center*
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Y. T. Rapoport, *Jewish Chaplain and Hillel Advisor*
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Brenda L. Marris, M.S.W., *Counselor, Counseling and Psychological Services*
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Heather A. Kelly, M.S., *Area Coordinator*
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Cameo Voltz, B.A., *Assitant Director of Student Activities*
Andrew Jillings, M.A., *Adventure Program Coordinator*
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Sharon M. Dicks, B.A., *Nurse Practitioner*
Diann Lynch, R.N.C., *Registered Nurse*
Sharon W. Allanson, M.S., *Head Athletic Trainer*
Scott Siddon, M.S., *Assistant Athletic Trainer*
Patrick J. Giruzzi, B.S., *Assistant Athletic Trainer*

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Holly A. Foster, B.S., *Associate Director, Media Relations*
Stacey J. Himmelberger, M.A., *College Editor*
Elizabeth House, *Assistant Director, Publications*
Edward J. Stankus, A.B., *Director, Electronic Media*

Enrollment

Enrollment of Students by Classes, Fall 2001*

	Men	Women	Total
Class of 2002	199	218	417
Class of 2003	204	190	394
Class of 2004	225	262	487
Class of 2005	232	233	465
isiting & Part-Time Special Students	12	26	38
Total	872	929	1801

* *Numbers include students on campus as well as those in Hamilton-sponsored off-campus programs. Of the 136 students (mostly juniors) off campus last fall on approved academic leaves of absence, 79 were studying at foreign institutions or in non-Hamilton programs.*

Geographic Distribution of Students by State and Country, 2001-02

State	*Students*
New York	707
Massachusetts	242
Connecticut	153
New Jersey	117
Pennsylvania	74
New Hampshire	33
Maryland	29
Maine	28
Vermont	27
California	25
Rhode Island	25
Florida	23
Illinois	23
Virginia	23
Ohio	21
Colorado	14
Minnesota	13
Michigan	8
Georgia	6
Washington	6
North Carolina	5
Oregon	5
District of Columbia	4
Utah	4
Arizona	3
Indiana	3

State	*Students*
Alabama	2
Kansas	2
Kentucky	2
Louisiana	2
Missouri	2
Montana	2
Texas	2
Wisconsin	2
Delaware	1
Iowa	1
Nebraska	1
New Mexico	1
Oklahoma	1
South Carolina	1
Tennessee	1
West Virginia	1
Wyoming	1

Countries	*Students*
Canada	11
India	4
Turkey	4
United Kingdom	4
Germany	3
Botswana	2

Countries	*Students*
Bulgaria	2
Czech Republic	2
France	2
Greece	2
Hong Kong	2
Jamaica	2
Pakistan	2
Romania	2
Bangladesh	1
Croatia	1
Egypt	1
Ghana	1
Japan	1
Lituania	1
Nepal	1
Netherlands	1
Saudi Arabia	1
Singapore	1
South Korea	1
Spain	1
Switzerland	1
Syria	1
Taiwan	1
Thailand	1
Trinidad & Tobago	1
Zimbabwe	1

Student Retention

Of the 488 full-time first-year students who enrolled at Hamilton in the fall of 1995, 80.33 percent were graduated by the spring of 1999; 84.22 percent by the spring of 2000.

Degree Programs

The following programs for the degree of Bachelor of Arts at Hamilton College are registered with the New York State Education Department, Office of Higher Education and Professions, Cultural Education Center, Room 5B28, Albany, NY 12230 (518) 474-5851.

Programs	**HEGIS Code**
Africana Studies	2211
American Studies	0313
Anthropology	2202
Art	1002
Art History	1003
Biochemistry/Molecular Biology	0414
Biology	0401
Chemical Physics	1999.20
Chemistry	1905
Chinese	1107
Classics	1504
Communication Studies	0601
Comparative Literature	1503
Computer Science	0701
Dance	1008
East Asian Studies	0301
Economics	2204
English	1501
English Literature	1502
Foreign Languages	1101
French	1102
Geoarchaeology	1999
Geology	1914
German	1103
Government	2207
History	2205
Interdisciplinary Programs	4901
Mathematics	1701
Music	1005
Neuroscience	0425
Philosophy	1509
Physics	1902
Psychology	2001
Public Policy	2207
Religious Studies	1510
Russian Studies	0307
Sociology	2208
Spanish	1105
Theatre	1007
Women's Studies	4903
World Politics	2207
Writing	1507

Family Educational Rights and Privacy Act Annual Notice

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean of students, academic department head or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

   If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   a. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College throughout in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

      A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

   b. Another exception that permits disclosure without consent is the disclosure of directory information, which the law and the College define to include the following: a student's name, home and campus address, e-mail address, telephone listing, parents' name and address(es), date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, photograph and the most recent previous educational agency or institution attended. This information is generally disclosed only for College purposes, such as news releases and athletic programs, and not to outside vendors.

This exception is subject to the right of the student to object to the designation of any or all of the types of information listed above as directory information in his or her case, by giving notice to the dean of students on or before September 15 of any year. If such an objection is not received, the College will release directory information when appropriate.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, S.W.
   Washington, DC 20202-4605

5. Questions regarding FERPA and the procedures followed by the College to comply with the act may be referred to the dean of students or the registrar.

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